



**GENERATIONAL DIVERSITY IN A SOUTH AFRICAN CORPORATE: MYTH OR
REALITY?**

A study investigating the relationship between age and work values

by

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DECLARATION

I declare that the study titled “*Generational diversity in a South African corporate: Myth or reality?*” is the result of my own work, which has not been submitted before for any degree or examination in any other university or campus, and that all sources used or quoted have been indicated and acknowledged as complete references.

Luan McArthur-Grill

Signature:.....

Date: November 2011



ABSTRACT

Diversity management in South Africa, post 1994, has increasingly become a focal area when considering strategic human resource issues in the corporate environment. To date “traditional” diversity topics have largely centered around the differences in employees’ race, culture, gender, language and disability status, and scores of academic and management text has been produced in this regard since the birth of democracy in this country, sixteen years ago.

Whilst change on the political front has been vanguard, resultant societal change has largely been ignored by corporate South Africa. The era of equal opportunity has led to changes in income levels, consumer buying power and demographics and has paved the way for a new breed of human capital in the workplace. One particular breed, having been raised in the New South Africa, has shared experiences and backgrounds which are completely different to that of their parents and their grandparents. Their common location in history has dramatically shaped their belief systems and their expectations of life in general, with work life being a major facet thereof. These generational differences has resulted in tensions in the workplace where it has become evident that employees of varying ages are finding it difficult to ‘speak the same language’.

The concept of generational diversity has its roots in Generational theory, the underlying hypothesis on which this study rests. This hypothesis, as postulated by American researchers, Strauss and Howe (1993), states that every generation has a common set of beliefs and behaviours, a common location in history and a common perceived membership. These in turn shape the generational group’s core values and view on life and work. Authors such as Zemke, Raines & Filipczak (2000), Kopperschmidt (2000), and Lancaster & Stillman (2003) point out that understanding the differences that exist between employees of varying ages can potentially enhance organizational culture, increase productivity and minimize conflict.

However, very little academic research on this topic has been undertaken in the South African context, and it is against this backdrop that this exploratory study endeavoured to test the hypothesis in a local context.

The study surveyed a national group of employees of varying ages, who work for a large financial services organization, headquartered in the Western Cape. The major aim was to develop a hierarchy of work values, suggesting a relative ranking and ordering of important workplace attributes, per generational cohort to either support or disprove the hypothesis.

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KEY WORDS

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Table of Contents

Title page	
Declaration	i
Abstract	ii
Acknowledgements	iv
Keywords.	v
Table of contents.....	vi
List of tables	viii
List of figures.....	ix

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Introduction.....	1
1.2 Rationale and significance of the study.....	2
1.3 Research objectives.....	3
1.4 Research questions.....	3
1.5 Limitations of the study	4
1.6 Concept clarification.....	4
1.7 Overview of the chapters.....	5

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction	6
2.2 Definitions and characteristics of constructs used in this research.....	7
2.2.1 Generational Theory.....	7
2.2.2 Work values.....	9
2.2.3 Generational cohorts.....	10
2.3 Generations defined.....	11
2.3.1 The Baby Boomer Generation.....	11
2.3.2 Generation X.....	11
2.3.3 Generation Y.....	12
2.4 Summary of generational attributes	12

2.5 Generations in South Africa.,,	15
2.6 Generations Globally.....	15
2.7 Generations in the Workplace.....	17
2.8 Those who disagree with the concept of Generations.....	19
2.9 Conclusion	20

CHAPTER: 3 RESEARCH METHOD

3.1 Introduction.....	22
3.2 Generational Theory recapped	22
3.3 Generally accepted generational cohorts	22
3.3.1 The Baby Boomer Generation	23
3.3.2 Generation X	23
3.3.3 Generation Y	23
3.4 Population comprehension procedure	24
3.5 Selection of the sample	26
3.5.1 Determination of the sample size	26
3.6 Research method	30
3.7 Data collection instrument	31
3.7.1 Work Values Inventory (WVI).....	31
3.7.2 Kaleidoscope Career Model (KCM)	33
3.7.3 Demographic questionnaire	36
3.7.4 Pilot Testing	37
3.8 Field Procedures	37
3.9 Validity and reliability	39
3.10 Conclusion	41

CHAPTER 4: RESEARCH RESULTS AND DISCUSSION

4.1 Introduction.....	42
4.2 Descriptive statistics	42
4.2.1 Biographical characteristics	42
4.2.2 Descriptive statistics	47
4.3 Discussion of results	51
4.3.1 Most important values per cohort	51
4.3.2 Least important values per cohort	53

4.4 Work value correlations	53
4.4.1 Value correlations for Baby Boomers	57
4.4.2 Value correlations for Generation X	57
4.4.3 Value correlations for Generation Y	57
4.5 Factor analysis to determine work value dimensions	58
4.6 Hypothesis revisited	60
4.7 Conclusion	61

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	62
5.2 Summary ,.....	62
5.3 Conclusions of the study	63
5.4 Recommendations	65
5.5 Recommendations for future research	65

Bibliography	67
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Annexure A: Cover letter	73
Appendix B: Full Questionnaire	74



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LIST OF TABLES

Table 2.1	Theoretical constructs – generation, cohorts and age	9
Table 2.2	Generations in different countries	10
Table 3.1	Composition of target population	25
Table 3.2	Total population per division and generational cohort	27
Table 3.3	Sample size per cohort	28
Table 3.4	Returned surveys as a reflection of cohort representation	29
Table 3.5	Example of Work Values Inventory (WVI) questions.....	33
Table 3.6	Cronbach’s Alpha guide to internal consistency	34
Table 3.7	Cronbach’s Alpha for the Kaleidoscope Career Model (KCM) values.....	35
Table 3.8	Example of the KCM questions	36
Table 3.9	Fieldwork timelines	38
Table 3.10	Number of completed surveys (in percentages)	39
Table 3.11	Reliability of adapted WVI and KCM questionnaires	40
Table 4.1	Descriptive statistics for work value dimensions	48
Table 4.2	Work value correlations for Baby Boomers.....	52
Table 4.3	Work value correlations for Generation X.....	53
Table 4.4	Work value correlations for Generation y.....	54
Table 4.5	Work value dimensions	57
Table 4.6	Work value differences amongst the three generations, grouped as dimensions	58

LIST OF FIGURES

Figure 2.1	Life stages of an employee.....	8
Figure 2.2	Summary of generational attributes	13
Figure 2.3	Global Generation overview	16
Figure 3.1	Responses per cohort	29
Figure 4.1	Age distribution according to generational cohorts	43
Figure 4.2	Gender of respondents	44
Figure 4.3	Marital status of respondents	44
Figure 4.4	Indication of number of parents who responded	45
Figure 4.5	Education level of respondents	45
Figure 4.6	Organisational tenure	46
Figure 4.7	Race of respondents.....	47
Figure 4.8	Top three work values per cohort, with similarities depicted	49

Chapter 1

Introduction to the Study

1.1 Introduction

Diversity management in South Africa, post 1994, has increasingly become a focal area when considering strategic human resource issues in the corporate environment. To date “traditional” diversity topics have largely centered around the differences in employees’ race, culture, gender, language and disability status, and scores of academic and management text has been produced in this regard since the birth of democracy in this country, sixteen years ago.

Whilst change on the political front has been vanguard, resultant societal change has largely been ignored by corporate South Africa. The era of equal opportunity has led to changes in income levels, consumer buying power and demographics and has paved the way for a new breed of human capital in the workplace. One particular breed, having been raised in the New South Africa, has shared experiences and backgrounds which are completely different to that of their parents and their grandparents. Their common location in history has dramatically shaped their belief systems and their expectations of life in general, with work life being a major facet thereof. These generational differences has resulted in tensions in the workplace where it has become evident that employees of varying ages are finding it difficult to ‘speak the same language’.

The concept of generational diversity has its roots in Generational theory. The hypothesis, as postulated by Strauss and Howe (1993), states that every generation has a common set of beliefs and behaviours, a common location in history and a common perceived membership. These in turn shape the generational group’s core values and view on life and work. This theory lends itself to the idea that in order to be truly competitive, organizations also need to cater for the differences that exist in a workforce spanning different generations, also known as cohorts.

Kogan (2001) points out that merely thirty years ago “the term ‘generation gap’ was used mostly to describe conflicts between parents and their children”. Today this gap is manifesting in the workplace, where “employees from different generations are finding it difficult to work side by side because their experiences, goals and expectations differ”. Authors such as Zemke, Raines & Filipczak (2000), Kupperschmidt (2000), and Lancaster & Stillman (2002) point out that understanding the differences that exist

between employees of varying ages can potentially enhance organizational culture, increase productivity and minimize conflict.

Dwyer (2008) contends that besides being able to effectively manage inter-generational conflict, organizations also need to be critically aware of the unique characteristics of each generational group in order to successfully attract, recruit and retain a diverse workforce. He cautions that irreverence to generational diversity issues could potentially adversely affect performance, both at the individual and corporate level, thus creating impediments to attaining the organization's goals and bottom line results.

Kupperschmidt (2000) advises that managers who understand these generational differences are better equipped to use them as instruments for improvements in the areas of employee productivity, innovation and corporate citizenship. Lancaster (2002) agrees with this sentiment by adding that gaining a thorough understanding of generational differences helps organizations to avoid misleading stereotypes which divert attention away from the strengths that each generation brings to the environment. Lastly, it is worthwhile mentioning that Gardner, Macky and Forsyth (2008) claim that these generalizations have rarely been disproven, and the underlying assumptions of generational theory have largely been left unquestioned.

1.2 Rationale and significance of the study

The researcher has been working in the human resource profession, particularly in the financial services industry, for a number of years. This experience has allowed her to engage with staff of varying ages at various stages of their careers, and witness first-hand the challenges faced in managing age-diverse teams. Differing work values, and conflicting opinions on the way things should be done, are among the commonly featured issues on the HR practitioner's worklist.

Secondary to the inter-generational conflict matters, are the shifts in the nature of recruitment and retention patterns over the past decade. Professionals are getting younger, and exit the higher education system with differing value sets and expectations of the world of work. Thus, the strategies for attraction and engagement need to be modified over the years to suit varying ages. Human resource management research suggests that, in today's "talent war era", organizations that can successfully embrace diversity, of all natures, and realize the benefits of doing so, are placing themselves at a competitive advantage when it comes to the attraction, engagement and retention of talented individuals.

To date, very little research on this relationship between age and work values has emanated from South Africa. The researcher therefore suggested that a contextual gap exists; in that modest academic attention has been given to the managerial significance of addressing generational diversity in the South African corporate environment. For this reason, as well as first-hand experience of inter-generational conflict, the researcher was prompted to attempt to contribute to the local academic discourse on this topic.

The research was firstly normative and descriptive in identifying distinguishing aspects of each generation. Secondly, it highlights the findings obtained from local fieldwork, and lastly, highlights conclusions and provides recommendations for human resource practitioners to use in understanding generational differences in the workplace.

1.3 Research objectives

This exploratory study had four academic aims as listed below:

- To briefly elucidate, through a review of the existing literature, the concept of Generational Theory and highlight the academic discourse on this topic to date
- To determine whether a relationship exists between an employees' age and their work values by ranking the importance of them, as perceived by members of the three cohorts in the workplace: Baby Boomers, Generation X and Generation Y.
- To establish whether the generational hypotheses can be generalized to the South African context.
- To assist in educating practitioners, management and employees on the generational differences which may exist in the South African workplace, in order to foster inter-generational work relationships.

1.4 Research questions

The hypothesis is as follows:

As per the Generational Theory (Strauss & Howe, 1991), an individual's age, or generational grouping as determined by defining events in the era in which they were raised, will determine the values they espouse. These values, whether on life or work will, in turn, drive behaviour and attitudes.

To test the above hypothesis the primary research question was as follows:

How do workers in a South African corporate differ in their work values based their ages?

In order to sufficiently address the research problem, the following secondary questions were devised:

Are the differences, in the perceived importance of work values per generation, significant enough to prove that the hypothesis can be applied to a South African context?

Are there any other plausible explanations for perceived value differences in a South Africa context?

1.5 Limitations of the study

It is important to note that there are inherent methodological difficulties in examining generational differences in a cross-sectional way, as disentangling age and generational effects is not an easy task. Readers should therefore be mindful of the fact that the research findings were based on cross-sectional data, which made it complicated to determine whether differences between the cohorts were genuinely linked to generational differences, or whether they were life stage, career stage, age or period differences.

The size of the sample, as well as the fact that the research was based on self-report data, limits the generalisability of the findings.

1.6 Concept clarification

The terms used in this study are both used in popular as well as academic literature, but may differ from researcher to researcher. Therefore, it proved necessary to define the following key concepts and terms for enhanced understanding:

Generation:

A set of historical events and related cultural phenomena which have impacted in a way that creates a distinctive generational group.

Cohort:

A group of individuals born at the same time who are presumed to be similar as a result of shared experiences. Chronological events distinguish them from other cohorts.

Generational Theory:

An individual's age, or generational grouping as determined by defining events in the era in which they were raised, will determine the values they espouse. These values, in turn, will drive behaviour and attitudes.

Baby Boomers:

Description used for the cohort of individuals born between 1943-1962.

Generation X:

Description used for the cohort of individuals born between 1963-1983.

Generation Y:

Description used for the cohort of individuals born between 1984 – 2001.

Work values:

Defined as an individuals' underlying values which influence their attitudes, behaviours and beliefs, and play a major role in establishing personal goals.

1.7 Overview of the chapters

Chapter one provides an overview of the research problem, the hypothesis and the research objectives. A clarification of concepts, as well as highlighting the study limitations, is included for a greater understanding of the aims of the research.

Chapter two details a review of the existing literature relating to age and work values. An analysis of academic contributions from various countries is provided, as well as a discussion on the key concepts from a South African perspective.

Chapter three describes the research methodology and research design used to test the hypothesis.

Chapter four reveals a detailed analysis of the data, key findings and conclusions.

Chapter five concludes the study by summarising the findings, discusses limitations and offers recommendations for future studies.

Chapter 2

Literature Review

1.2 Introduction

“Existing theory on generational diversity undoubtedly promotes the idea that the age of the employee, and more particularly, the generation within which they were born, has a direct impact on their work values, ethics, behaviours and career goals. This impact will manifest differently from generation to generation, and the ability of managers to understand these differences to give each employee what they need to thrive, can do more to increase attraction, productivity and employee retention” (Kogan, 2001)

The above quote focuses attention on the fact that research has led to the development of theories which posit a relationship between an employees' age and their work values. However, this assertion is not a 'contemporary science' as discussions on age diversity first surfaced in the disciplines of sociology and anthropology as early as the nineteenth century (Mannheim, 1952. Rhodes, 1983). Mannheim, in his paper titled 'The problem of generations', highlighted the need to understand generations mainly as they pertain to social and intellectual structures and movements. He defined a generation as "being similar to the class position of an individual in society" but expressed them as being more of a 'social location' as opposed to a 'concrete group' (i.e. its members do not necessarily have physical proximity or know of each other).

Categorising groups of people according to their ages, and more specifically distinct behavioural characteristics associated with age, it was then largely depicted as a social phenomenon. However, in the management sphere, human resource literature has not been the first to ascribe this phenomenon when explaining diversity. Marketing disciplines preceded the HR discourse by using age as way to segment consumer markets in one way or another (Urwin & Parry, 2010). Thus the generational groups have commonly been used to make assumptions about a group's value or preferences. In a similar vein to Mannheim's sociological theory, when marketers consider the four groups, born at different points in history, they aim to link nostalgia to generational values and attitudes. For example, the "flower bug" adverts used by Volkswagen to link the 1960s generation to the first VW beetle.

In 1993 Neil Strauss and William Howe, two American sociologists, were the first to present seminal work on the hypothesis commonly known as Generational Theory. This

literature review seeks to discuss the concept of Generational Theory in the context of the work environment, as well as provide a literary discourse on a topic which seems to have risen in prominence in contemporary management dialogue.

2.2 Definitions and characteristics of the constructs used in the research

2.2.1 Generational Theory

Strauss and Howe (1993), fondly referred to as the fathers of generational theory, assert that every generation has a common set of beliefs and behaviour, a common location in history and a common perceived membership. Put differently, they contend that an individual's age, or generational membership, as determined by defining events in the era in which they were raised, will determine the values they espouse. These values, whether on life or work will, in turn, drive behaviour and attitudes. Wyatt (1993) concurs that a generation is founded on six determinations:

- *A traumatic or formative social or economic event. Traumatic events, such as changes in power; heroic leaders such as Mandela or Clinton; or experiences like the rise of apartheid and South Africa's temporary isolation, all play a part in shaping the generation that lives through them.*
- *A dramatic societal shift influencing the distribution of resources (e.g. rise of the Black middle class in South Africa).*
- *A "privileged interval" connecting a generation into a cycle of success and/or failure (i.e. a recession).*
- *The creation of sacred places (e.g. Sharpeville or Woodstock) which houses a collective memory.*
- *Mentors who work provide the stimulus for collective change, such as Martin Luther King and Nelson Mandela.*
- *They are also are fashioned through the contributions of people who support each other. (E.g. technological innovators, in the Generation X era, such as Steve Jobs and Bill Gates).*

Schewe & Meredith (1994) were amongst the first researchers to make the claim that a generation's attitudes and preferences are lifelong effects, and thus people's values, attitudes and preferences do not change as a function of age. As highlighted by Wyatt (1993) above, a generation therefore forms a 'personality' which shapes their attitudes, values, and beliefs about life, work, religion, family, gender roles, lifestyles, and more,

which does not change as a function of age (Strauss and Howe, 1993). Smola & Sutton (2002) agree by adding that a generational group, often referred to as a cohort, includes those who share historical or social life experiences, the effects of which are relatively stable over the course of their lives.

Kupperschmidt (2000) described a generation as ‘an identifiable group that shares birth years, age, location and significant life events at critical development stages’.

The term ‘generation’, also referred to as a cohort, is thus used in this context as an indication of birth cohort, not life stage (Salkowitz, 2008). Cenammo & Gardner (2008) add that even though differences between generations are often confused with changes brought about by ageing, life stage, experience and career stage, the fact that each generation was introduced to work at different points in time suggests that work value differences may exist.

Mason and Wolfinger (cited in Urwin & Parry 2010), acknowledged though that age, period and cohort effects are closely interrelated and hard to distinguish. Polach (2007) agreed by saying that it is more than simply when a person was born that governs their values, but also their age, and suggests that age diversity in the workplace can be better understood by combining life stages with the generational approach. He argues employee life stages as an explanation of age diversity in the workplace.

Figure 2.1 depicts this graphically:

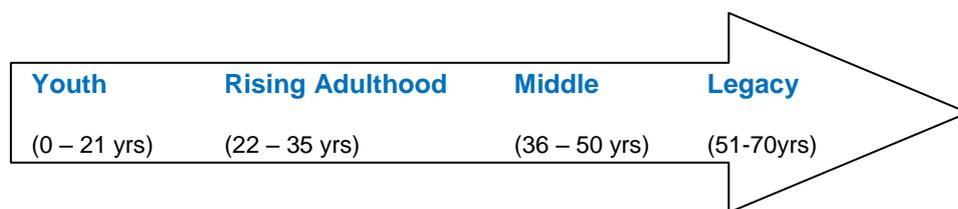


Figure 2.1 Life stages of an employee

The concept of career stages developed from this life stage theory, and refers to an individual’s “evolutionary phases of working life” (Wrobel, Raskin, Frankel & Beacom, 2003).

Table 2.1 below summarises the above discussion:

Table 2.1 Theoretical constructs – generation, cohorts and age

<i>Generations</i>	A set of historical events and related cultural phenomena have impacted in a way that creates a distinct generational group.
<i>Cohorts</i>	A group of individuals born at the same time who are presumed to be similar as a result of shared experiences. Chronological events distinguish them from other cohorts.
<i>Age effects</i>	The changing views, attitudes and behaviours of individuals as they mature.
<i>Period effects</i>	The confounding impact of environment on values, behaviours and attitudes that must be taken into account when attempting to identify generational, cohort or age-related impacts.

Source: Adapted from Urwin & Parry (2010).

2.2.2 Work Values

Work values are defined as “the individuals’ *underlying values* which influence their *attitudes, behaviours and beliefs*, and play a major role in establishing one’s personal goals” (Brown, 2002). The above definition is important in the context of this study, when linked to the underlying generational theory, on which the hypothesis rests. The generational theory states that a generation is a group a people who, besides sharing common birth years and a chronological location in history, also share the experiences that accompany their time period (Strauss & Howe, 1993), and that these common experiences, in turn, prompt the formation of *shared beliefs, behaviours and values*.

In the 1950s, Donald Super and his colleagues were the first to introduce a relationship between one’s values and the role they play in occupational theory (Zytowsky, 1994). Furthermore, they found that the concept of job attitudes was very different from that of work values, in that work values were more the “end-values such as satisfaction, quality or reward individuals seek *from their work*” (Super, 1970), whereas job attitudes were largely the precursor to *expected behaviour* on the job, this behaviour being fuelled by individuals’ inherent work values. This notion of *expected behaviour* was relevant in the

study as one of the outcomes was aimed at assisting HR managers in thinking strategically about how they can adopt their policies to ensure motivated, committed and engaged employees.

2.2.3 Generational cohorts

Scholars have failed to reach consensus on a clear definition of generational boundaries. However, Cole, Smith and Lucas (2002) argue that a generation does not have a precise ending line, but rather that their boundaries are fixed by a ‘peer personality’ as described above.

American sociologists were the first to embark on the task of assigning dates to each cohort, however Codrington & Grant-Marshall (2004) argued that ‘the world does not need to be dictated to by American dates and that other countries needed to work out significant dates and events in their own history’. Some academics argue, often tortuously, about certain dates and years affecting generations, however eras do overlap and move gradually from one to another. There are also those who lie on the cusp of two generations, thus sharing characteristics of both, and these are known as Cuspers or in-betweeners.

Table 2.2 below defines the generations, in different countries, by their birth years.

Table 2.2: Generations in different countries (Codrington & Grant-Marshall.2001)

Generation	USA	Europe/UK	Japan	South Africa
GIs	1900 - 1923	1900 - 1918	1900 - 1925	1900 – 1929
Silent Generation	1923 - 1942	1918 - 1945	1925 - 1945	1930 – 1949
Baby Boomers	1943 - 1962	1946 - 1965	1945 - 1965	1950 – 1969
Generation X	1963-1983	1966-1984	1966-1986	1970-1989
Generation Y	1984 - 2001	1985 - 2001	1986 - 2001	1990 - 2005

For the purpose of this study the researcher has decided to use the original American definition and birth years, and the discussion will focus on the three generations currently found in the South African workplace namely Baby Boomers, Generation X and Generation Y.

2. 3 Generations defined:

2.3.1 The Baby Boomer Generation (1943 – 1962)

These people, born during and after World War II, were raised in an era of post-war optimism, progress and opportunities (Gursoy, Maier & Chi,2008).Lieber (2010) described these individuals as high achievers who value personal satisfaction, crave external recognition, but were 'often characterised as rebels who were forced to conform'. In the US, shaping events for this generation included the Vietnam War, the Civil Rights Movement, Woodstock and the Kennedy assassination. In the South African context, significant events they would have experienced include the Sharpsville Massacre, Chris Barnard performing the first heart transplant and Roger Bannister breaking the four-minute mile (Codrington, *et al.* 2004).

This cohort also witnessed first-hand the shortcomings of leaders, whether on the political, religious or business front, and as a result they seemed to display a lack of respect for and loyalty to authority (Kupperschmidt, 2000). Kupperschmidt also observed that they are now holding leadership positions both in the corporate and political realms, where their strengths include mentoring and effecting change. Lieber (2010) was concerned though that because they fear that technology will replace face to face human interaction; they are reticent to use it fully and slow to keep up with the pace of change in this realm.

2.3.2. Generation X (1963-1983)

Lieber (2010) contends that this generation, often stereotyped as 'slackers', were the first to witness the rise of the HIV/AIDS epidemic, South Africa's political reform and the dawn of the 'new South Africa' post the collapse of the apartheid regime. He adds that these employees tend to be job-hoppers due to an inherent lack of faith in organisations who seem to be "more loyal to the bottom line than to employees who invested a lifetime's commitment to a single employer". Smola & Sutton (2002) point out that whilst they are quite technically competent, they also tend to be very comfortable with diversity, change, multi-tasking, competition, and value individualism over collectivism.

2.3.3 Generation Y (1984 – 2001)

The youngest workers at present, this generation goes by many names including nexters, millenials, echo boomers, gamer generation, net generation and the recession generation . Children of Boomer parents and early X-ers, they were raised in high tech, neo-optimistic times (Zemke, *et al.* 2000).

In South Africa, significant events Generation Y children would have experienced during their upbringing include the release of Nelson Mandela from prison, the first democratic election, the rise of multi-cultural neighbourhoods as the Group Areas Act gets abolished, as well as diversity integration at Model C schools and universities which were opened up after the collapse of the Apartheid regime in the early 1990s. On a global front, the September 11, 2001 US catastrophe, the explosion of the Columbia space shuttle, the Enron corporate scandal, web-based social networking, as well as the death of Princess Diana were considered monumental junctures.

Often described as the “Me-Generation”, they hanker after higher salaries and flexible working arrangements (Smola *et al.*2002). Lieber (2010) adds that they may also come across as being self-absorbed and over-confident in the workplace. They may also, on the whole, be seen to have a more difficult time than previous generations in separating their professional and personal lives. Generation Y are more concerned about the way work will impact their quality of life, and the people they will work with (Puybaraud. 2010).

2. 4 Summary of generational attributes

Scores of literature highlight key characteristics of each generational cohort, however, for the purpose of this research the following attributes will be highlighted:

Core values, assets, liabilities, motivations for work, communication styles, collaboration & autonomy and work/life balance.

As summarised below, Salkowitz (2008), attempts to delineate each group as follows:

Boomers	Generation X	Generation Y
<p>Core values:</p> <ul style="list-style-type: none"> • Optimism • Team orientation • Personal Gratification • Health and wellness • Personal growth • Work • Involvement 	<p>Core values:</p> <ul style="list-style-type: none"> • Diversity • Thinking globally • Balance • Fun • Informality • Self-reliance • Pragmatism 	<p>Core values:</p> <ul style="list-style-type: none"> • Optimism • Civic duty • Confidence • Achievement • Sociability • Morality • Diversity
<p>Assets:</p> <ul style="list-style-type: none"> • Service Orientated • Driven • Willing to go the extra mile • Good at relationships • Want to please • Good team players 	<p>Assets:</p> <ul style="list-style-type: none"> • Adaptable • Technoliterate • Independent • Unintimidated by authority • Creative 	<p>Assets:</p> <ul style="list-style-type: none"> • Collective action • Optimism • Tenacity • Heroic spirit • Multitasking capabilities • Technologically savvy
<p>Liabilities:</p> <ul style="list-style-type: none"> • Not naturally budget minded • Uncomfortable with conflict • Reluctant to go against peers • May put process ahead of results • Overly sensitive to feedback 	<p>Liabilities:</p> <ul style="list-style-type: none"> • Impatient • Poor people skills • Inexperienced • Cynical 	<p>Liabilities:</p> <ul style="list-style-type: none"> • Need for supervision and structure • Inexperience, particularly with handling difficult people issues



Boomers	Generation X	Generation Y
<p>Motivation for work:</p> <ul style="list-style-type: none"> • Gain status through achievement • Personal impact • Save for impending retirement 	<p>Motivation for work:</p> <ul style="list-style-type: none"> • Enable lifestyle • Realize creative or entrepreneurial vision • Economic security and independence 	<p>Motivation for work:</p> <ul style="list-style-type: none"> • Make social impact • Satisfy high expectations • Learning and personal development
<p>Communications style:</p> <ul style="list-style-type: none"> • Self-consciously inclusive, politically correct • Indirect and euphemistic • Sees value in packaged communications 	<p>Communications style:</p> <ul style="list-style-type: none"> • Informal, sometimes abrupt • Values authenticity over sparing feelings • Distrusts slogans and buzzwords 	<p>Communications style:</p> <ul style="list-style-type: none"> • Eager to please, conflict-averse • Inclusive by nature • Content of communication less important than act of communicating
<p>Collaboration and autonomy:</p> <ul style="list-style-type: none"> • Peer consensus valued • Smooth team dynamics prioritized over efficiency 	<p>Collaboration and autonomy:</p> <ul style="list-style-type: none"> • Prefers to work independently • Teamwork is opportunistic and results-oriented, not an end unto itself 	<p>Collaboration and autonomy:</p> <ul style="list-style-type: none"> • Collaborative by nature • Values networks as problem-solving tool
<p>Work/Life balance:</p> <ul style="list-style-type: none"> • Workaholic legacy, but now seeking more balance • Reluctant to forgo status conferred by work • Wants to stay relevant and active • May have increasing responsibilities to children, aging parents, grandchildren 	<p>Work/Life balance:</p> <ul style="list-style-type: none"> • Works to live, prioritizes lifestyle over career choices • May be tempted into higher levels or engagements as leadership opportunities open up and financial responsibilities increase • Many are currently starting families and will prioritise time with children 	<p>Work/Life balance:</p> <ul style="list-style-type: none"> • Accustomed to multitasking; work is just one more thing to fit into the schedule • Looks for work opportunities that advance personal development goals and social values

Figure 2.2 : Adapted from a summary of generational attributes (Salkowitz, 2008)

2.5 Generations in South Africa

A distinguishing feature of South African generational classification, particularly Generation X and their experience of our country's transition from apartheid to democracy, is its heavy focus on race (Schenk & Seekings, 2010). Schenk, *et al.* (2010) add that an acknowledgement of diversity, whether by age or any other descriptor, cannot be separated from its engagement with the social and political realms which have helped shaped the multiplicity. Seekings and Nattrass (2005) were among the first to assert that South Africa's "long history of informal and formal racial segregation have left the country deeply divided in spatial, economical, cultural and attitudinal terms along racial lines" and contend that any discussion of South African society must take these differences into account.

However, it is interesting to note that there is also silence on racial or class distinctions in the USA's description of generations, given the way society has been stratified in North America (Schenk, *et al.* 2010).

2.6 Generations globally

Hong, Zhong and Schwartz (2010) were among a handful of researchers to question the validity of applying the generational theory in global organisations. They assert that the characteristics of generational cohorts, which originated in the Western world, do not necessarily aptly cover the core values, aspirations and drivers of behaviour across the globe, due to differing historical contexts. They query whether the same generational boundaries and shared norms apply to workforces in otherwise very dissimilar countries, histories and cultures and therefore recommend that defining them should be society-specific.

They also challenged the notion of 1945 being the base year for the first cohort, and went on to devise a Global Generation Overview (figure 3.2), which illustrates how these inconsistencies could manifest across selected geographies:

	1950	1960	1970	1980	1990	2000	
China		Post-50s generation (1950-1959)	Post-60s generation (1960-1969)	Post-70s generation (1970-1979)	Post-80s generation (1980-1989)	Post-90s generation (1990-1999)	
India	"Traditional" generation (1948-1968)			"Non-Traditional" generation (1969-1980)	Gen Y (1981-onward)		
South Korea		"475" generation (1950-1959)	"386" generation (1960-1969)	Gen X and Gen Y (1970-onward)			
Japan	1st Baby Boomer (1946-1950)	Danso generation (1951-1960)	Shinjinrui generation (1961-1970)	2nd Baby Boomer (1971-1975)	Post Bubble (1976-1987)	Shinjinrui Junior (1986-1995)	Yutori (1987-2002)
Russia	Baby Boomers (1943-1964)			Gen X (1965-1983)		Gen Y (Gen "Pu") (1983-2000)	
Bulgaria	Post War generation (1945-1965)			Communist generation (1965-1980)		Democracy generation (1980-onward)	
Czech Republic	Baby Boomers (1946-1964)			Generation X- "Husak's Children generation" (1965-1982)		Generation Y (1983-2000)	
South Africa	Baby Boomers (1943-1970)			Gen X (1970-1989)		Gen Y (1990-2000+)	
Brazil	Baby Boomers (1946-1964)			Gen X (1965-1980)		Gen Y (1981-2001)	
U.S.	Baby Boomers (1943-1964)			Gen X (1965-1980)		Gen Y (1981-2001)	

Figure 2.3: Global Generation overview (Hong, et al.2010)

Using China as an example to highlight their point, Hong, et al. (2010) cite the following example:

“China’s adoption of the One-Child policy in 1980 radically impacted the traditional family structure in many unforeseen ways and resulted in a generation that grew up in a family environment of high expectations and minimal competition for attention. In 1998, another round of economic reform was introduced by Premier Shu Rongji, which led to the restructuring of State Owned Enterprises (SOEs) that trimmed the workforce by 20% nationally and phased out state-provided free housing and healthcare to all workers. Around the same time, college graduates acquired the right to choose their own jobs, and multinational corporations started recruiting on Chinese campuses. This history of accelerated and, at times, cataclysmic change profoundly influences the definition and characteristics of generations in the workplace. As a result the US model of Boomer, Gen X and Gen Y is meaningless in a Chinese context.”

The authors conclude that while Western talent management best practices are useful in addressing generational diversity issues, it is crucial to contextualise it within a country’s unique history and cultural backdrop.

Despite the above argument about highlighting cultural and other differences per when profiling generations in different countries, Egri & Ralston (2004), in their study

comparing USA and Chinese generational values, assert that the potential for intergenerational conflict appears to be as great in China as it is in the USA.

2.7 Generations in the workplace

However the first group of scholars to positively purport the connection between a worker's age, and their attitudes towards work, were Zemke, Raines and Filipczak (2000), who claimed that "there is a growing realisation that the gulf of misunderstanding and resentment between older, not so old, and younger employees in the workplace is growing and problematic." Twenge & Campbell (2007) agrees by adding that managers and organisations who can understand deeper generational differences will have greater success in the long run, as they find ways to manage younger workers. Managers need to find ways to accommodate their varying work needs, but at the same time may also need to exert constructive counter pressure in some cases. Their claims paved the way for a deluge of contribution to this topic, and Verghese (2009), in his effort to place the theory in the work context, contends that because each group has differing fundamental approaches to work issues, lifestyle and society values, these collectively impact their behaviour in the workplace quite significantly.

Arsenault (2004) claims that today's workforce is the most diverse it has ever been but forward-looking organisations, realizing the potential of diversity, have capitalised on strategic diversity plans in order to gain competitive advantage. He adds that generational diversity is often the most misunderstood and overlooked factor, yet it is of vital importance. The lack of appreciation of generational differences, due to ignorance or confusion, has created misconstrued stereotypes and academic disparagement on its relevance to the diversity dialogue.

Generational interaction can be both positive and negative. Schewe, *et al.* (1994) were amongst the first researchers to comment on the fact that on the one hand the sharing of different perspectives across generations fosters creativity and innovation, it can, conversely, create negative interaction when generational misunderstanding creates unnecessary personal and organisational conflict. Macon & Artley (2009) add that when generational conflict exists in the workplace, the results can cause profitability to decline, increase staff attrition and turnover, decrease morale and present hiring and retention challenges. A consideration of generational characteristics and background could prove useful in the quest to understand each

group's idiosyncratic traits and talents, as well as identify trends that are changing workplace cultures (Bell & Narz, 2007). An example would be the apparent trend of Generation X workers to have flexible work arrangements to achieve work-life balance.

The traits, styles and stereotypes of the cohorts can also affect the way age-diverse teams operate; therefore understanding each other is critical. Communication is also affected by the norms and habits within each of the generations. Macon, *et al.* (2009) contend that younger workers prefer online communication, instant messaging, social networking and email, whereas older workers prefer face to face and telephonic conversations. Thus younger workers tend to view their older team members as resistant to new types of technologies and the communication benefits they bring to the fore. These differences in communication styles have the ability to create conflict in everyday processes and operations.

Attraction, retention, training, career path development and succession planning are other areas of concern for companies when dealing with various generations of employees. Managers must realise that workers look for the following in their work environment: challenging and rewarding work, stability, non-threatening environments and fair compensation. However, it is imperative that there is a realisation that different generations rank these needs differently. Macon, *et al.* (2009) warn that because an organisation's competitive advantage lies in its human capital, it is important to create an atmosphere which embraces generational diversity and maximises the strengths of each group.

Although research on this topic has largely emanated from the USA and the UK, shifts in societal change have radically changed the way businesses operate, both at home and abroad. In South Africa, "traditional" diversity issues, those referring to issues of race, gender and disability, have been given extensive academic coverage since the inception of the Employment Equity Act of 1998. However, Codrington (2010) points out that whilst political change has been uttermost on the agenda for the New South Africa since the birth of its democracy, the business arena have been slow in their realization of the huge societal changes associated with it. He adds that notable changes in consumer demographics and behavioural trends have also been coupled with transformation in the composition and management of organisational talent.

McGuire, Todnem & Hutchings (2007) offer a new model to aid effective intergenerational interactions in the workplace. They claim this model, titled the “Organisation generation interaction Model”, is a “ useful model for understanding generational differences and conflicts within organisations” and was adapted from Park’s theory of race relations (1950) and Rashford and Coghlan’s cycle of organisational change (1989). It combines “an examination of how diverse cultures merge and assimilate (Park’s Race Relations Cycle) with an exploration of how groups and individuals react to change (Rashford and Coghlan’s Cyle of Organisational Change)”.

They claim that the central premise of this model is that misunderstandings of generational differences exists due to an erroneous belief that people change their values, attitudes and preferences as a function of age. Generation theory (Strauss and Howe, 2000) however argues that one’s values and preferences are life-long effects, which remain constant over time and are resistant to change, despite social and cultural advances.

The model argues that the source of generational diversity stems from the economic, political and social events that impact upon individuals of a similar age at a particular point in time. McGuire, *et al.* (2007) also assert that the roots of both generational diversity and racial diversity lie in group-level beliefs and values, hence an approach to studying racial diversity can also be applied to the study of generational diversity.

2.8 Those who disagree with the concept of Generations

Giancola (2010) has surfaced as a fierce dissident of generational theory, claiming that a growing body of independent research and expert opinion shows that generation gap concerns have been overstated and that “the theory behind it has some gaps in logic which raise questions about its value”. He challenges the very heart of the theory, the definition of a generation, by asserting that research has failed to support the assumption that all members of a generation experience the same events of their upbringing in the same way, as race, ethnicity, gender, culture and social class also influences our life experiences. He also contends that theorists have oversimplified the Baby Boomer profiles as a last-born of that generation occurs at the same time the oldest reaches adulthood, thus they would both be exposed to very different historical events.

He concludes by adding that, due to the fact that the research undertaken by generational proponents is not published in academic journals, this should be viewed as an indication to HR experts that it is passing fad, more myth than reality, and lacking in long term-value.

Urwin & Parry (2010) concur with Giancola's views on the basis that "empirical evidence for generational differences in work values is, at best, mixed" and thus many studies are unable to establish, with certainty, the predicted work value differences. In addition, they assert that the existing literature is troubled with methodological limitations due to the fact that the majority have utilised cross-sectional research designs and display a lack of consideration for differences in national context, gender and ethnicity.

They conclude that is it therefore only the useful considerations of other 'dimensions of difference' within the workplace (e.g. gender, ethnicity and national culture) which will add credence to any future academic literature aligning it to the theoretical foundations identified in sociology.

It is this last point, particularly their references to 'differences in national context' that has prompted the researcher to apply the generational hypotheses in the local context, and to assess whether it is, in fact, a "myth or reality" in South Africa.

2. 9 Conclusion

This chapter focused on describing the existing literature on the topic of generational theory and generational diversity in the workplace. As most of the contributions to this subject have been made by American and British researchers, the largest part of this chapter was dedicated to reviewing and analyzing international discourse.

In general, the literature review indicated that existing theory on generational diversity argues strongly that the age of the employee, and more particularly, the generation within which they were born, has a direct impact on their work values, behaviours and career goals. This led to the development of, and what is widely known and been accepted as, 'Generational Theory', which groups cohorts into Generation X, Generation Y and Baby Boomers.

One of the main issues identified was that very little academic research on this topic was undertaken in the South African context; hence it was unclear whether this

theory could be applied in the local context, and needed to be tested for confirmation.

Furthermore, the literature revealed that an understanding of generational values would lead to more harmonious inter-generational workplace environments. This understanding could also contribute positively to the development of human resource policies tailored to meet the needs of an age-diverse workforce.

It also became evident that there is general disagreement amongst scholars about the classification of birth years for each generational cohort, as well as questions concerning the validity of applying this Western concept to other global contexts.



Chapter 3

Research methodology

3.1 Introduction

In Chapter 2 an exploration of the existing literature in the topic of this study, including a theoretical background of the key concepts, was undertaken.

This chapter presents the research methodology used to test the hypotheses as stated in Chapter 1. Furthermore, it focuses on the sampling methods, measuring instruments and the methodology employed to gather the data. In conclusion to this chapter, a brief review to the statistical techniques utilised to analyse the data will be provided.

3.2 Generational Theory recapped

To briefly revisit the reason why the employees were grouped according to their ages, herewith a review of the generational concepts as described in chapter 2:

Generational theory, as postulated by Strauss & Howe (1991) rests on two primary assumptions: the first assumption argues the socialization hypothesis (Codrington, 2000) which suggests that an adult's values are formed during childhood and early teenage years and remain relatively stable throughout one's life, and the second assumption is based on social constructivist theory, which suggests that one's "reality is socially constructed by individuals and groups engaged in social interactions".

These two assumptions underlie the typical definition of a 'generation'; that is a group of people with a set of shared experiences that characterise a shared worldview (Strauss & Howe, 1991).

3.3 Generally accepted generational cohorts:

Literature identifies three generally accepted cohorts. Furthermore, literature suggests that each cohort has been influenced by external factors unique to that cohort which, in turn, impact on how people engage and interact with challenges. Each of these cohorts is briefly discussed:

3.3.1 The Baby Boomer Generation (born between 1943 and 1962)

Born during and post World War II, Gursoy, Maier & Chi (2008) state that this cohort was raised in an era of extreme optimism, opportunity and progress. Members of this age group value personal satisfaction, pursue high achievements, and also crave external recognition, but Lieber (2010) found that they were often characterised as rebels who were “forced to conform”. In the US, this generation witnessed first-hand the devastation of the Vietnam War, participated in the Civil Rights Movement and the womens liberation movement, attended Woodstock and experienced the Kennedy assassination.

In the South African context, significant events the Baby Boomers would have experienced include Roger Bannister breaking the four-minute mile, Dr Christiaan Barnard performing the first heart transplant and witnessing the atrocities of the Sharpeville Massacre (Codrington, *et al.* 2004).

3.3.2 Generation X (born between 1963 and 1983)

Gursoy, *et al.* (2008) postulate that this cohort was born into a rapidly-changing social climate, economic recession, downsizing and era of rising divorce rates as their parents focused on stabilising their careers. Lieber (2010) asserts that Generation X employees have been known to change jobs frequently, as many believe that organisations have misplaced employee loyalty with loyalty to the profit motive, whereas Smola & Sutton (2002) contend that they are technically competent and very comfortable with diversity, change, multi-tasking, and competition.

3.3.3 Generation Y (born between 1984 and 2001)

As the youngest workers at present, this generation goes by many names including “Nexters”, “Millenials”, “Echo Boomers”, “Gamer generation”, “Net generation” and the “Recession generation”. Zemke, Raines & Filipzack (2000) state that, although they are the youngest workers in organisations (typically graduates), they are the most technologically adept.

In South Africa, significant events Generation Y children would have experienced during their upbringing, include the release of Mr. Nelson Mandela from prison, the first democratic elections, the rise of multi-cultural neighbourhoods as the Group Areas Act was abolished, as well as diversity integration at former Model C schools and universities, which were opened up after the collapse of the Apartheid regime in the early 1990s. Smola, *et al.* (2002) mention that they are often stereotyped as the

“entitlement generation”, demanding higher salaries, flexible working arrangements while Lieber (2010) adds that they come across as being “overconfident and relatively self-absorbed”.

3.4 Population comprehension procedure

The units of analysis in this study are individuals employed within a single organisation. Veal (2005) describes the population as the total category of subjects which form the focus in a particular research project, with a sample being selected from the population.

The population of interest in this study comprised permanent employees in the largest business unit, namely the Retail division, of an insurance company in the Western Cape, with the sample a subset of this population group. The business organisation featuring in this project is headquartered in Cape Town, with a total national staff complement of 9 000 employees. The researcher was granted permission to conduct the research by the Human Resources Executive of the Retail Division, which employs 4 898 employees nationally.

This group was subdivided into 1779 head office staff and 3770 field staff , totalling 4 898. The breakdown per cohort is depicted in Table 3.1:

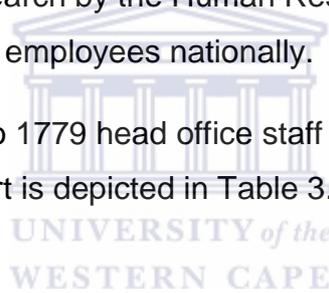


Table 3.1 Composition of target population

	HEAD OFFICE STAFF						FIELD STAFF					
	18-27	28-45	46-59	59 +	No age data	Total	18-27	28-45	46-59	59 +	No age data	Total
Personal Financial Advisors	11	79	32	1	0	123	1,061	1,965	593	15	28	3,662
Customer & Tech Management	137	463	170	2	11	783	0	0	0	0	0	0
People Development	4	47	14	0	1	66	0	0	0	0	0	0
Fin & Bus Intelligence	11	47	10	0	0	68	0	0	0	0	0	0
Wholesale Distribution	1	6	1	0	0	8	1	5	0	0	0	6
Retail Marketing	5	33	10	0	0	48	0	0	0	0	0	0
Odyssey	1	7	4	0	0	12	0	1	0	0	0	1
Compliance	0	4	0	0	0	4	0	0	0	0	0	0
Broker Distribution	4	33	19	0	1	57	2	61	34	2	2	101
Retail: Unknown	0	2	6	0	2	10	0	0	0	0	0	0
TOTALS	174	721	266	3	15	1179	1059	2031	627	17	30	3770

Due to the exclusive nature of this sample, the researcher expresses a limitation on the generalisation of the findings at the onset.

The research design is cross-sectional in nature, which implies that all data were collected at one particular point in time, with all respondents being asked the same questions at the same time (Leedy and Omrod, 2005). The collection of data was concluded over a two-month period. As participants were not required to provide their names, they were assured of total anonymity and confidentiality.

3.5 Selection of the sample

Based on a quota sampling method, a non-probability or random sample technique was employed. Veal (2005) contends that the quota method, which is similar to a stratified sample, can only be used when background information on the target population is known. Gilbert (2009) agrees that quota sampling assists in attaining a sample, which is representative of the target population, by setting controls on the composition which match the known population characteristics.

In this case, the known characteristics were the employees' ages, which the researcher obtained from the internal HR database. This approach was necessary in order to provide a representative sample from each generational cohort, as described in Section 3.1.1 above. The main criterion for participation was identified as follows: participants had to be full-time employees of the organisation.

3.5.1 Determination of the sample size

Table 3.2 graphically illustrates the total population, per division and grouped into their respective generational cohort.

Table 3.2 Total population per division and generational cohort

Breakdown of Sample per Division				
	Gen Y 18-27	Gen X 28-45	Baby Boomers 46-59	Total
Personal Financial Advisors	1 072	2 044	641	3 757
Customer & Technology Management	137	463	172	772
People Development	4	47	14	65
Financial & Business Intelligence	11	47	10	68
Wholesale Distribution	2	11	1	14
Marketing	5	33	10	48
Odyssey	1	8	4	13
Compliance	0	4	0	4
Broker Distribution	6	94	55	155
Retail: Other	0	2	6	8
TOTAL POPULATION	1 233	2 752	913	4 898
Percentage of total population	25.2	56.2	18.6	100

Veal (2005) contends that all sample surveys are subject to a margin of statistical error, which should be targeted at achieving a 95% confidence interval with a 4% margin of error. To meet this target, a statistical formula was used to determine the most accurate sample size as represented by Table 3.3 below.

Table 3.3 Sample size per cohort

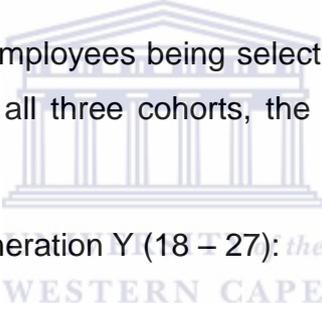
Sample size (determined by statistical formula)	134.7	300.6	99.7	535
Sample Size Rounded	135	301	100	536

The statistical formula used to determine the sample size was:

$$ss = Z^2 * (p) * (1-p) c^2.$$

In this formula Z = value (e.g. 1.96 for 95% confidence level); p = percentage picking a choice, expressed as a decimal (.5 used for sample size needed); c = confidence interval, expressed as decimal (e.g. .04 = ± 4).

This process resulted in 536 employees being selected as the target population. To ensure adequate coverage of all three cohorts, the target was stratified further as follows:

- 
- Generation Y (18 – 27): 135
 - Generation X (28 – 45): 301
 - Baby Boomers (46 – 59) : 100

536 employees were thus asked to participate in the online survey. A total of 205 surveys were completed, of which 192 were considered usable, or fully completed.

Figure 3.1 indicates the response rate per cohort:

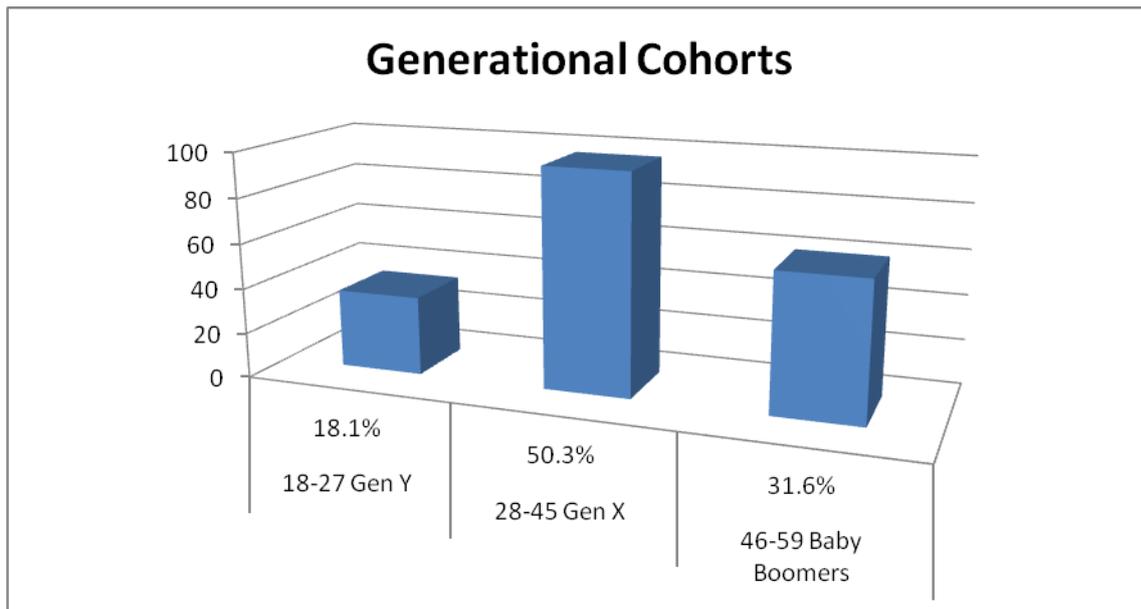


Figure 3.1 Responses per cohort

It can be seen that more than 50% of the sample falls into the Generation X category, ages 28 – 45 years old. Only 18.1% of respondents fall within the Generation Y cohort and 31.6% are older than 46 years of age. However, this accurately reflects a proportionate depiction of the universe described above, and recapped in Table 3.4 below:



Table 3.4 Returned surveys as a reflection of cohort representation

	18-27 Gen Y	28-45 Gen X	46-59 Boomers	TOTAL
TOTAL POPULATION	1 233	2 752	913	4 898
Sample Size	135	301	100	536
Percentage of total population	25.2	56.2	18.6	100
Returned surveys	37	103	65	100
Percentage of sample population	18.1	50.3	31.6	100

A detailed analysis of the findings will be discussed in Chapter 4.

3.6 Research Method

A quantitative research method was selected as the most appropriate strategy, due to the large sample size. Hoepf (1997) contends that quantitative research is especially useful for testing hypothetical generalisations, and is considered the most objective form of research relating to phenomenon which cannot be observed or perceived by everyone. Creswell (2003) agrees by asserting that a quantitative approach means that a theory is being tested by specifying a narrow hypothesis and collecting data to support or refute the hypothesis. The concept of generational categories is a hypothetical assertion, which originated in the USA, and the aim of this research is to test this assertion in a South African context.

A survey was therefore selected as the most appropriate research instrument to collect the data. The survey was a self-completed questionnaire, with the major benefit being that a large population can be surveyed at a lower cost (as no interviewers were used) and the use of pre-coding and computerised analysis also speeds up the process (Gilbert, 2009). This procedure was important because of the limited time frames in which the research had to be completed. A survey method also made it possible for respondents to complete the questionnaire at the most convenient time for them. This option was vital as the field workers would usually be on the road during office hours, and would therefore only be able to access the survey after hours.

Gilbert (2009) argues against emailed surveys by contending that they generally have low response rates. However, this was not the case in this research project, as the response rate exceeded 35%, where $n = 192$. Other criticisms levelled against survey methods, include the idea that they “largely depend on subject’s motivation, honesty, memory and ability to respond, and are at risk of being motivated to present data in a more favourable light” (Ader, Mellenbergh, & Hand, 2008). To mitigate this risk, the question set chosen was psychometric in nature, meaning that it had built-in checks to ensure that where participants tried to answer ‘dishonestly’ this would be easily identifiable.

Ader, *et al.* (2008) further assert that non-response margin errors are particularly high in survey techniques, creating unwarranted bias. To alleviate this problem in the project, and due to the stratified nature of the sample, it became necessary to only conduct higher order analysis on a *proportionate* number of respondents from each cohort (see Table 3.4 above).

3.7 Data collection instrument

Despite these inherent limitations, a survey questionnaire was employed for the purpose of collecting the data. Due to the fact that a large majority of the respondents were based outside of the Western Cape, it was decided to send each sample member an email containing a link to the web-based survey. A cover letter (see Annexure A), explaining the context and nature of the study, as well as assuring participants of confidentiality, accompanied the link.

The questionnaire, (see Annexure B for full questionnaire), comprised the following sections:

Section 1: Work Values Inventory Questionnaire (Super, 1970)

Section 2: Kaleidoscope Career Model Questionnaire (Mainiero & Sullivan, 2006)

Section 3: Demographic Questionnaire

Each of these sections are explained in more detail in the following section:

3.7.1 Work Values Inventory questionnaire (WVI)

Work values are defined as “the individuals’ *underlying values* which influence their *attitudes, behaviours and beliefs*, and play a major role in establishing one’s personal goals” (Brown, 2002). The above definition is important in the context of this study, when linked to the underlying generational theory, on which the hypothesis rests. The generational theory states that a generation is a group of people who, besides sharing common birth years and a chronological location in history, also share the experiences that accompany their time period (Strauss & Howe, 1991), and that these common experiences, in turn, prompt the formation of *shared beliefs, behaviours and values*.

In the 1950s, Donald Super and his colleagues were the first to introduce a relationship between one’s values and the role they play in occupational theory (Zytowsky, 1994). Furthermore, they found that the concept of job attitudes was very different from that of work values, in that work values were more the “end-values such as satisfaction, quality or reward individuals seek *from* their work” (Super, 1970), whereas job attitudes were largely the precursor to *expected behaviour* on the job, this behaviour being fuelled by individuals’ inherent work values. This notion of *expected behaviour* was relevant in the study as one of the outcomes was aimed at

assisting HR managers in thinking strategically about how they can adopt their policies to ensure motivated, committed and engaged employees.

During the latter half of the 20th century, many work value measurement scales were designed however, Super's Work Values Inventory (WVI) (1970) was the first one, and due to the instruments' high reliability and validity, has been used extensively in research of a similar nature ever since. The WVI measures the most commonly addressed work values attributes namely:

Altruism, aesthetics, creativity, intellectual stimulation, independence, achievement, prestige, management, economic returns, security, surroundings, supervisory relations, associates, variety and way of life.

The questionnaire comprised 3 questions per work value, covering 15 work value dimensions in total. In order to measure the respondent's work values, a Likert scale of 5 rating points was utilised as follows:

5= "Very important", 4 = "important", 3 = "Moderately important",

2 = "Of little importance" and 1= "Unimportant".

Respondents were asked to answer the following questions with respect to what they look for in their jobs. Table 3.5 presents a sample of such questions:

Table 3. 5 Example of WVI (Super, 1970) questions

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important; some are very important to some people but of little importance to others. Read each statement carefully and indicate how important it is to you.

<p>Example 1: This question tests the value <i>Intellectual Stimulation</i> but the respondent was not made aware of this.</p>					
Work in which you.....			CIRCLE ONE:		
1.	have to keep solving problems	5	4	3	2 1
<p>Example 2: This question tests the value <i>Security</i> but the respondent was not made aware of this.</p>					
Work in which you.....			CIRCLE ONE:		
23.	know your job will last	5	4	3	2 1
<p>Example 3: This question tests the value <i>Prestige</i> but the respondent is not made aware of this.</p>					
Work in which you.....			CIRCLE ONE:		
15.	are considered the expert at what you do	5	4	3	2 1

There were 45 questions in the WVI section of the questionnaire.

3.7.2 The Kaleidoscope Career Model questionnaire (KCM)

Mainiero, *et al.* (2006) developed the Kaleidoscope Career Model as a relatively new career model theory. This theory was a culmination of one of the largest work values surveys conducted amongst 3000 US professional workers. It is based on the concept of a kaleidoscope, an instrument that produces changing patterns upon rotation, allowing glass chips to fall in new arrangements. The KCM thus “describes how individuals change their career patterns by rotating various aspects of their lives in order to arrange their relationships and roles in new ways” (Sullivan, Mainiero, Forret & Carragher, 2009), and the impetus for the resultant re-arrangements rests on one’s age determining what one values most out of a job (i.e. generational theory assertion). The rationale behind incorporating the KCM questionnaire is because it focuses on testing 3 additional, ‘modern’ work values, namely Authenticity, Balance and Challenge.

As this instrument was relatively new, reliability testing proved vital. Cronbach's Alpha (α), a commonly used measurement coefficient for testing the internal consistency or reliability of a psychometric test score, was used to determine the reliability of each of the values the KCM tested. To determine the alpha, the help of a statistician was employed to run the test through a social sciences package SAS (Statistical Analysis System).

The Cronbach's Alpha procedure returns two coefficients (Afifi & Elashoff, 1966), namely raw alpha and standardized alpha and a commonly accepted rule of thumb for describing internal consistency using Cronbach's alpha is as presented in Table 3.6:

Table 3.6 Cronbach's Alpha guide to internal consistency

Cronbach's alpha (α)	Internal Consistency
$\alpha \geq 0.90$	Excellent
$0.90 > \alpha \geq 0.80$	Good
$0.80 > \alpha \geq 0.70$	Acceptable
$0.70 > \alpha \geq 0.60$	Questionable
$0.60 > \alpha \geq 0.50$	Poor
$0.50 < \alpha$	Unacceptable

According to Afifi, *et al.* (1966) raw alpha is based on item correlation, with the theory stating that the stronger the items are inter-related, the higher the test consistency. Standardised alpha is based on item covariance, which is a measure of distributions of two variables, and the theory states that the higher the correlation coefficient, the higher the covariance.

Table 3.7 below displays the Cronbach α (raw and standardized data) for the KCM variables (Sullivan, *et al.* 2009):

Table 3.7 Cronbach's Alpha for the Kaleidoscope Career Model values

	Cronbach's α	Standardized Cronbach's α
Balance	0.901	0.903
Challenge	0.892	0.897
Authenticity	0.630	0.600

It was evident from the above table that the reliability of the questions measuring 'Authenticity' was questionable (i.e. $\alpha > 70$) and it was therefore decided to exclude this dimension from the question set. Thus, the adapted KCM questionnaire measured only two dimensions, namely Balance and Challenge, each with 5 questions.

In order to measure these work values, a Likert scale of 5 rating points was utilised as follows:

5 = "This describes me very well", 4 = "This describes me considerably", 3 = "This describes me often", 2 = "This describes me somewhat", 1 = "This does not describe me at all".

Respondents were asked to answer the following questions with respect to what they look for in their jobs. Table 3.8 presents a sample of such questions:

Table 3.8 Example of KCM (Sullivan, et al. 2009) questions

The next section contain statements which represent 3 different, and slightly more modern, values which people describe as important in their work. Read each statement carefully and indicate which statement describes you best, using the following scales:

Example A: This question tests the value *Balance*, but the respondent was not made aware of this.

51. If necessary, I would give up my work to settle problematic family issues or concerns

5 4 3 2 1

Example B: These questions tests the value *Challenge*, but the respondent was not made aware of this.

59. Most people would describe me as being very goal-orientated

5 4 3 2 1

60. I thrive on work challenges and turn work problems into opportunities for change

5 4 3 2 1

3.7.3 Demographic questionnaire:

The questionnaire on demographic factors was a self-developed instrument designed to capture the following personal information:

- **Age** – for generational cohort classification;
- **Gender** – potential mediating variable, and can be useful for future qualitative research particularly when combined with marital status, as it pertains to life-stage influence (e.g. a working, married mother’s values may differ from a single woman with no dependants);
- **Marital status** – potential mediating variable, as described in the above point.
- **Level of education** – to allow for further qualitative analysis in future research, particularly pertaining to attraction and engagement of graduate employees;

- **Tenure** – to allow for further qualitative analysis in future research, particularly pertaining to HR employee retention strategies; and,
- **Race** – potential mediating variable and this data could be used in future research as it pertains to an individuals' cultural and historical context, and its influence on work values.

3.7.4 Pilot testing

A pilot study was conducted to test the response categories. A number of researchers (Babbie, 2001) regard pilot testing a questionnaire to be vital, particularly when using one that has been developed in another country.

Babbie adds that it is not essential for the pilot survey to be tested by a representative sample. In all, the questionnaire was sent to 7 individuals including an academic who specialises in management research, a statistician, as well as five employees (from different age and race groups). Based on the feedback and suggestions from the above group, a few questions were adapted, particularly the US colloquial nature of some of the wording.

3. 8 Field procedures

Permission to distribute the survey was granted by the HR executive of the Retail division of the company. For the purpose of this study, a total of 536 questionnaires were distributed electronically, with a 15 day deadline for completion. Guided by the ethics policy of the university, all respondents were assured of total anonymity as no names and contact details were asked for.

Two reminders were subsequently sent after the original email date lapsed and the timelines as depicted in Table 3.9 below:

Table 3. 9 Fieldwork timelines

ACTIVITY	DATE
Initial email sent to 536 employees	01 June 2011
Follow up email sent	08 June 2011
Second follow up email sent	10 June 2011
Deadline for responses	15 June 2011

Three particular challenges experienced with the fieldwork were as follows:

- A few respondents, particularly those in the field, did not have access to the internet and could thus not access the website to complete the questionnaire. To counter this challenge, additional surveys were sent to employees based at head office, who had access to the internet.
- In a few isolated of the email addresses on the HR database were redundant, and additional research was conducted to trace accurate information on the sample population. This was done in the form of telephonic calls to respondents directly, or to their respective HR consultants.
- Thirteen respondents failed to complete the entire questionnaire, resulting in an elimination of those responses in the higher order analysis.

A total of 205 questionnaires were returned, with 192 questionnaires fully completed, resulting in a response rate of 38%. The response rate of 38% is considered acceptable in a quantitative social science project, as Sekaran (2003) argues that a response rate of 30% is the accepted norm. Table 3.10 presents a summary of the completed surveys:

Table 3.10 Number of completed surveys (in percentages)

	18-27 Gen Y	28-45 Gen X	46-59 Boomers	TOTAL
Total surveys sent	135	301	100	536
Total received after 2nd reminder	18.1	50.3	31.6	100

3. 9 Validity and reliability

Bless and Higson-Smith (1995) contend that the central aim of any research is to establish a relationship between the independent and dependant variable, with a high degree of certainty. Put differently, validity refers to how well the instrument measures what it is intended to measure, and how truthful the results are (Foxcroft & Roodt, 2005). Creswell (2003) asserts that construct validity is the degree to which an instrument measures the construct it is intended to measure.

The Work Values Inventory (WVI) was selected as it has been proven to have high construct validity (Kanchier & Unruh, 1989; White, 2005; Zytowski, 1994 cited in Chen & Choi, 2008), that is, it measures all the various components pertaining to work values, which has largely remained unchanged over the past two decades (Leuty & Hansen, 2011).

Reliability pertains to the ability of an instrument to consistently measure an attribute (Bless, *et al.*1995). As previously mentioned, Cronbach's α is a coefficient of reliability and is commonly used as a measure of internal consistency or reliability of a psychometric test score (Afifi, *et al.* 1996). By definition it is a measure of squared correlation between observed scores and true scores. Theoretically, alpha varies from zero to 1, since it is the ratio of two variances, and higher values of alpha are more desirable. As a general guideline for research professionals, a reliability of a >0.70 is desirable, having been obtained on a sizeable sample, before using the particular instrument for testing (DeVellis, 2003).

A South African actuary and statistician, Mareli Mans (2011), was commissioned by the researcher to test the reliability and validity of this instrument. The test by Mans (2011) produced an overall (raw) Cronbach's α of 0.89 and a standardized Cronbach's α of 0.90. Table 3.11 below displays the Cronbach α (raw data and

standardized) for each of the work values tested for both the WVI and KCM test questions. The values are all above 0.80, thus the internal consistency is at an acceptable level.

Table 3.11 Reliability of adapted WVI and KCM questionnaires (Mans, 2011)

	Cronbach α	Standardized Cronbach α
Creativity	0.888	0.894
Management	0.885	0.891
Achievement	0.889	0.893
Surroundings	0.886	0.892
Supervisory	0.892	0.897
Relationships	0.889	0.894
Way Of Life	0.893	0.898
Security	0.889	0.895
Associates	0.886	0.892
Aesthetic	0.881	0.888
Prestige	0.890	0.895
Independence	0.888	0.893
Variety	0.891	0.896
Economic Return	0.888	0.894
Altruism	0.892	0.897
Intellectual Stimulation	0.889	0.895
Authenticity	0.901	0.903
Balance	0.892	0.897
Challenge		

When benchmarked against Cronbach’s Alpha in Table 3.6 above, it is evident that the chosen instruments showed good to excellent (0.888 – 0.93) levels of reliability to accurately test respondents work values.

3.10 Conclusion

A positivist epistemology guided the researcher’s choice of method and design and, based on the large sample size, a quantitative measurement tool was deemed most appropriate. An online questionnaire was designed using a combination of well-tested, valid and reliable psychometric instruments, namely the Work Values

Inventory (Super, 1970), an adapted version of the Kaleidoscope Career Model (Sullivan, *et al.* 2009) and demographic data.

The survey tool yielded a good response rate of 38%, complied with the statistical tests for reliability and validity of the measuring instrument. The following chapter describes the frequency and higher order data analysis of the researcher's findings.



Chapter 4

Research results and discussion

4.1 Introduction

This chapter details the results of the study and discusses the findings thereof. A graphical representation of the most salient characteristics is highlighted first, followed by descriptive and inferential statistical results.

The SAS (Statistical Analysis System) programme was used for the analyses and presentation of the data in this research. In this study the descriptive statistics are explained using graphical frequency tables to provide information on the key demographic variables. The means, standard deviations, minimum and maximum values, as well as multivariate factor analysis were determined and computed for each of the variables in the study. Analysis of variances are also explored and discussed.

4.2 Descriptive statistics

This section outlines the descriptive statistics obtained by the variables included in the biographical questionnaire. The demographic variables included in the questionnaire are as follows:

- Age (classified as generational cohort)
- Gender
- Marital status
- Children
- Education levels
- Employment type
- Organisational tenure
- Race

Descriptive statistics are graphically represented in the form of frequencies and percentages figures which follow:

4.2.1 Biographical characteristics

Figure 4.1 depicts the percentage of cohorts who participated in this survey.

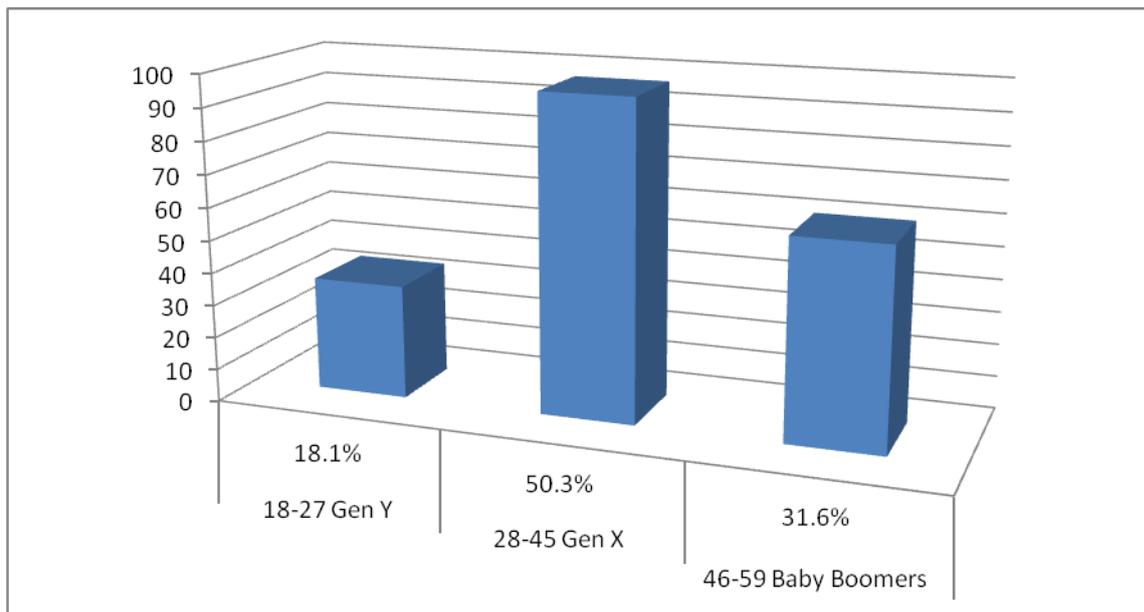


Figure 4.1 Age distribution according to the generational cohorts

It can be seen that more than 50% ($n = 103$) of respondents were between the ages of 28 and 45 years (Generation X). A total of 31.6% were older than 46 years and only 18.1% ($n = 37$) were in the 18 to 27 year cohort (Generation Y). However, this accurately reflects a proportionate depiction of the universe which was described in Chapter 3, and recapped below:

Table 3.4 Returned surveys as a reflection of cohort representation

	18-27 Gen Y	28-45 Gen X	46-59 Boomers	TOTAL
TOTAL POPULATION	1 233	2 752	913	4 898
Sample Size (determined by statistical formula)	135	301	100	536
Percentage of total population	25.2	56.2	18.6	100
Returned surveys	37	103	65	100
Percentage of sample population	18.1	50.3	31.6	100

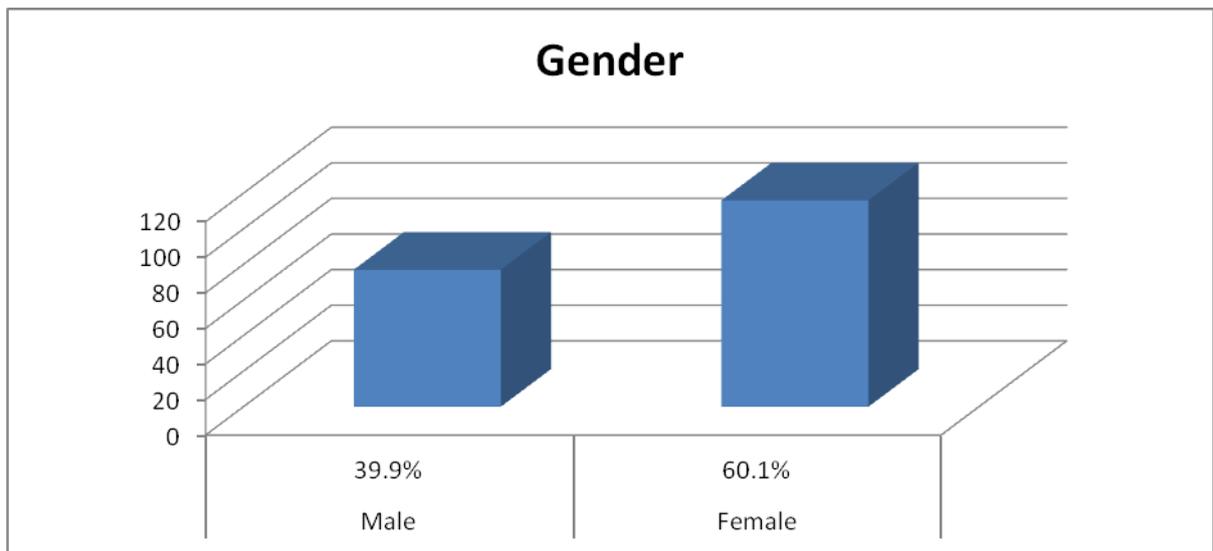


Figure 4.2 Gender of respondents

Figure 4.2 shows that 21% more females than males responded to the survey¹.

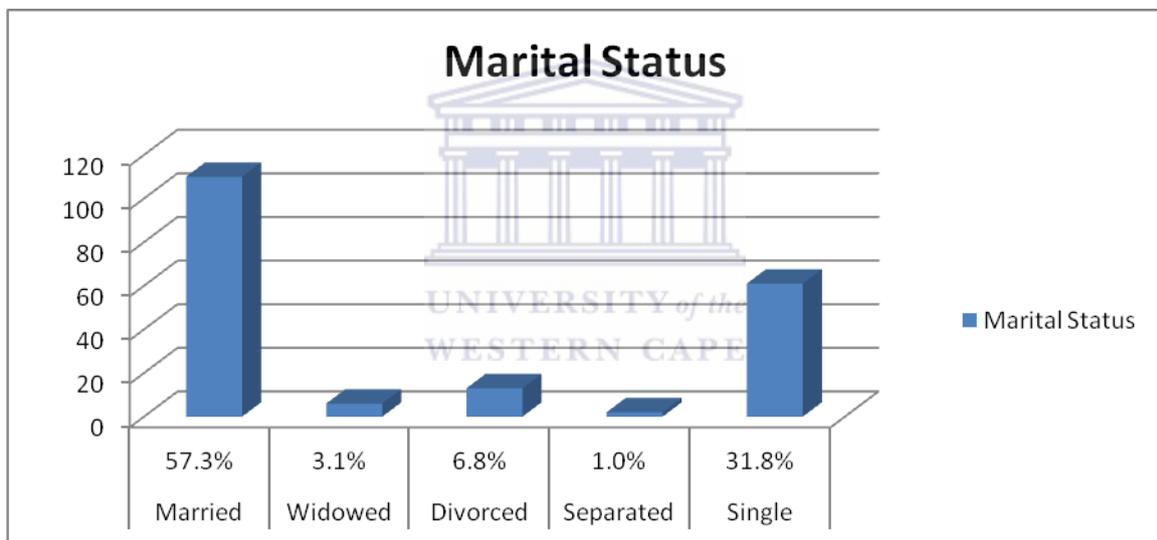


Figure 4.3 Marital status of respondents

Close to 58% (n = 110) of respondents were married, signifying a potential life-stage influence on dominant work values; however, this will not be explored in greater depth in this research, as the purpose of the study was to particularly investigate the relationship between age and work values. Almost 32% (n = 61) of respondents were single, while a further 10.9% were either widowed, divorced or separated from their partners.

¹Although the survey included a question on the race and gender of the respondents this will not be discussed in greater detail in this section as the purpose of this study is not to investigate the mediating or moderating effect of race or gender variables on work values.

A potential mediating factor, influencing the impact of the independent variable (age) on the dependant variable (work values), could be the fact that nearly 70% of respondents are parents. This could also point to a life- stage influence, as responsibilities have increased, and employees may thus, in order to provide for their families, value security as a greater need.

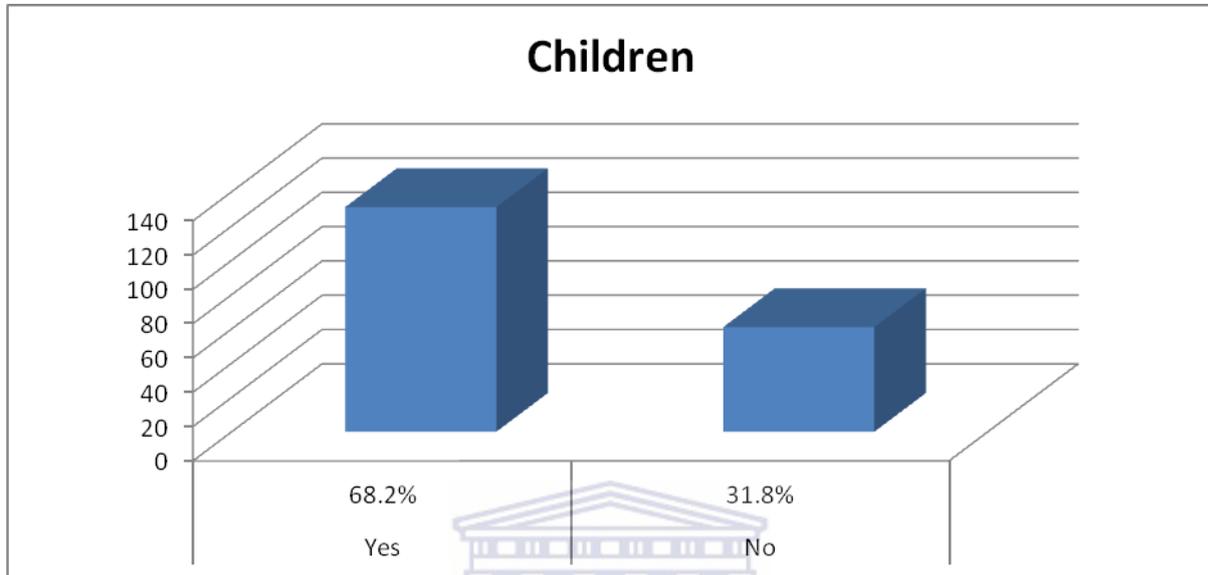


Figure 4.4 Indication of the number of parents who responded

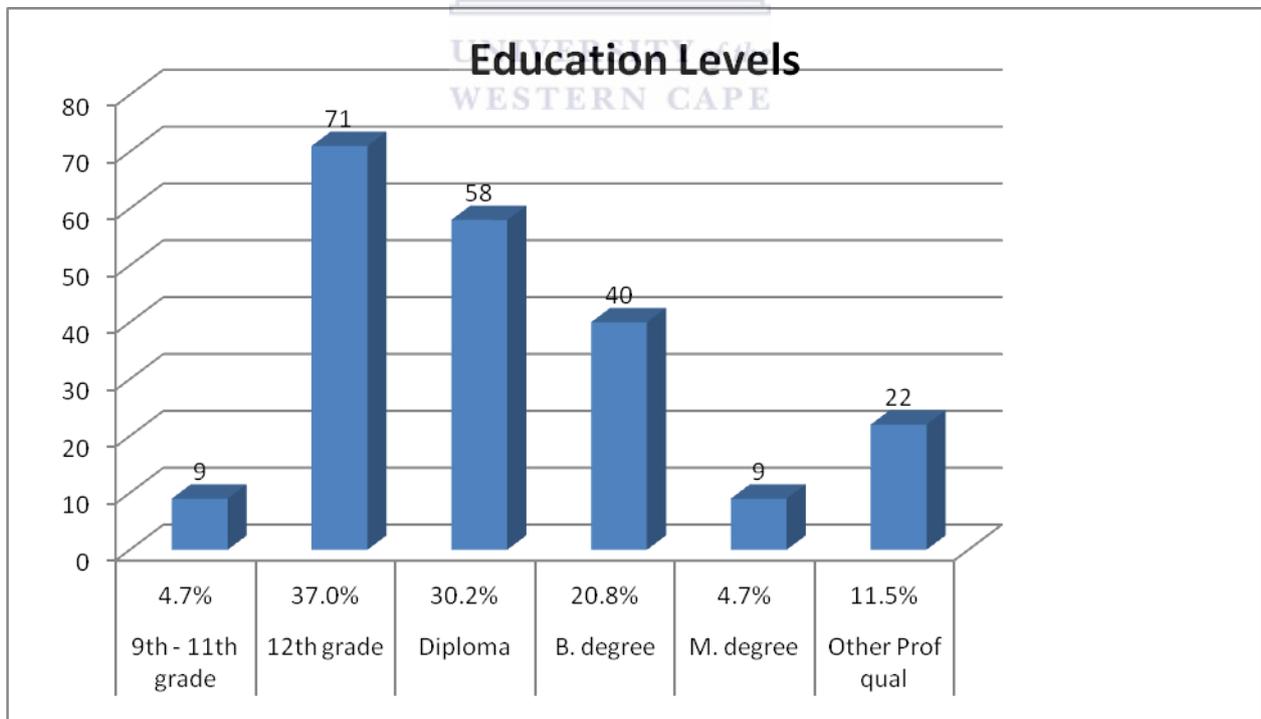


Figure 4.5 Education levels of respondents

According to Figure 4.5, a total of 67% of respondents completed some form of tertiary education, 37% had completed secondary education, whilst only 4.7% had not completed their schooling at Grade 12 level. This implies that the survey was

completed by a reasonably educated group of employees, who therefore may not have experienced any difficulty in understanding the questions posed.



Figure 4.6 Organisational tenure

Tenure refers to the length of time an employee has worked for the same organisation. As Figure 4.6 indicates, a total of 73% of respondents have been employed by the organisation for longer than 4 years, with 43.8% of that total continuing more than 10 years in the organisation.

This finding is important to note, because research has indicated that employees with longer tenure have greater propensity to be satisfied with their jobs (i.e. work values may be fully/partially met) than employees with shorter tenure (Jones Johnson & Johnson, 2000). However, Lambert, Hogan, Barton & Lubbock (2001) argue to the contrary when they found that an inverse relationship exists between tenure and job satisfaction. The literature in this regard is inconclusive, mainly because the relationship largely depends on the specific organization.

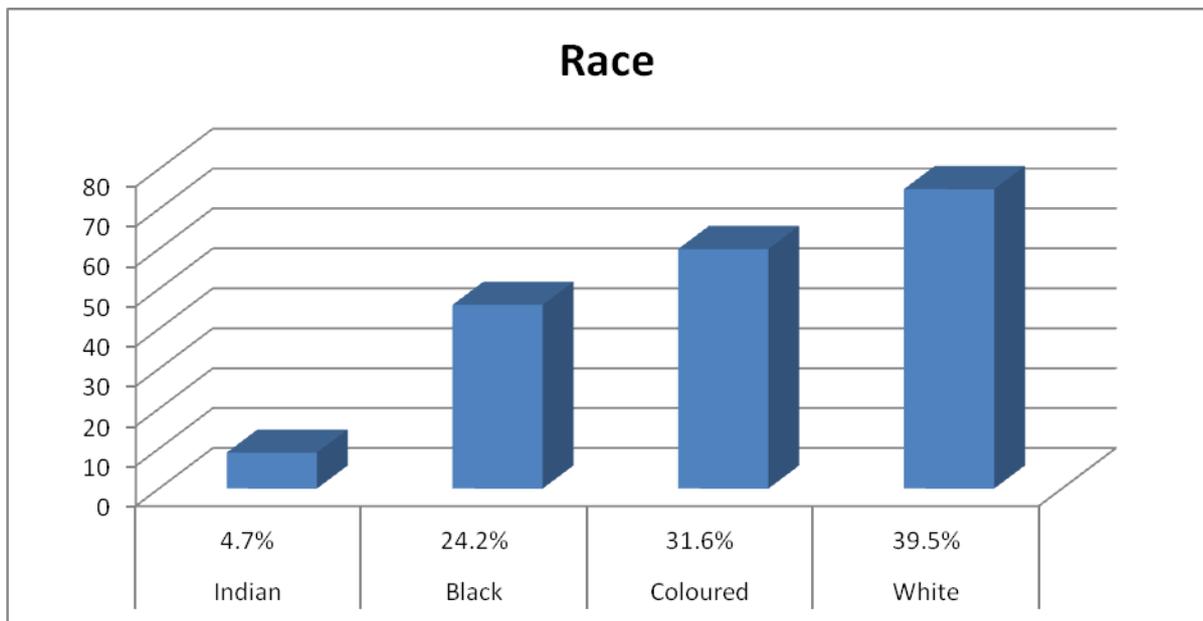


Figure 4.7 Race

More than 70% ($n = 149$) of respondents were Coloured or White, which is indicative of the broader racial profile of the Western Cape Province, which is where the head office of this organisation is located. This was followed by 24.2% ($n=46$) Black respondents and Indians representing the lowest proportion of respondents at 4.7% ($n=9$). To reiterate, the purpose of this study was to examine the relationship between an employee's age and work values, and therefore race and other demographic variables were merely included for information purposes.

4.2.2 Descriptive statistics

Descriptive statistics were computed for the various dimensions assessed in the Work Values questionnaire, and the arithmetic means and standard deviations determined for each.

PROC ANOVA procedures were employed to identify work value differences among the employees studied and the results showed some distinct differences in ranking. PROC MEANS was used to calculate the mean values and the standard deviation and Table 4.1 contains a detailed description of these values.

Using mean scores in ranking items, measured via a Likert scale, is a common practice among researchers (Dittrich, Francis, Hatzinger & Katzenbeisser, 2007) and the values were ranked from most important to least important

Table 4.1: Descriptive statistics for the work value dimensions

Baby Boomers (<i>n</i> = 70)			Generation Xers (<i>n</i> = 97)			Generation Y (<i>n</i> = 35)		
Rank	Mean	(SD)	Rank	Mean	(SD)	Rank	Mean	(SD)
Supervisory								
1	Relationships	13.47 (1.81)	1	Achievement	13.58 (1.38)	1	Supervisory Relationships	13.89 (1.55)
2	Achievement	13.31 (1.59)	2	Supervisory Relationships	13.44 (2.08)	2	Economic Return	13.49 (1.77)
3	Intellectual Stimulation	12.90 (1.64)	3	Intellectual Stimulation	12.80 (1.50)	3	Achievement	13.46 (1.62)
4	Altruism	12.81 (1.98)	4	Altruism	12.78 (2.23)	4	Authenticity	13.30 (1.33)
5	Way Of Life	12.60 (1.74)	5	Economic Return	12.76 (2.38)	5	Way Of Life	13.26 (2.08)
6	Economic Return	12.44 (2.25)	6	Creativity	12.68 (1.98)	6	Altruism	13.26 (2.05)
7	Creativity	12.40 (1.97)	7	Way Of Life	12.58 (2.08)	7	Security	12.94 (2.36)
8	Independence	12.20 (1.72)	8	Variety	12.26 (1.72)	8	Creativity	12.83 (2.24)
9	Security	12.13 (2.31)	9	Prestige	12.22 (2.14)	9	Intellectual Stimulation	12.69 (1.94)
10	Challenge ²	12.05 (2.42)	10	Challenge ²	12.06 (2.45)	11	Variety	12.66 (1.75)
11	Prestige	12.00 (2.22)	11	Surroundings	12.00 (1.98)	12	Challenge ²	12.63 (2.21)
12	Variety	11.60 (2.22)	12	Security	11.98 (2.61)	13	Surroundings	12.17 (2.44)
13	Surroundings	11.31 (1.91)	13	Independence	11.79 (2.18)	14	Independence	11.49 (2.02)
14	Management	10.70 (2.25)	14	Balance ²	10.83 (2.86)	15	Balance ²	10.85 (2.67)
15	Associates	10.57 (2.40)	15	Associates	10.67 (2.44)	16	Associates	10.71 (2.76)
16	Balance ²	9.90 (2.78)	16	Management	10.06 (2.56)	17	Aesthetic	10.40 (2.94)
17	Aesthetic	9.76 (2.80)	17	Aesthetic	9.70 (3.06)	18	Management	10.26 (2.62)

Note: The values of each work value ranged from 3 = least important to 15 = most important.

²The work values *Balance* and *Challenge* ranged between 5 and 25 as they are the total of five underlying questions. These were rescaled to range between 3 and 15 in order for these values to be comparable with the 12 work values.

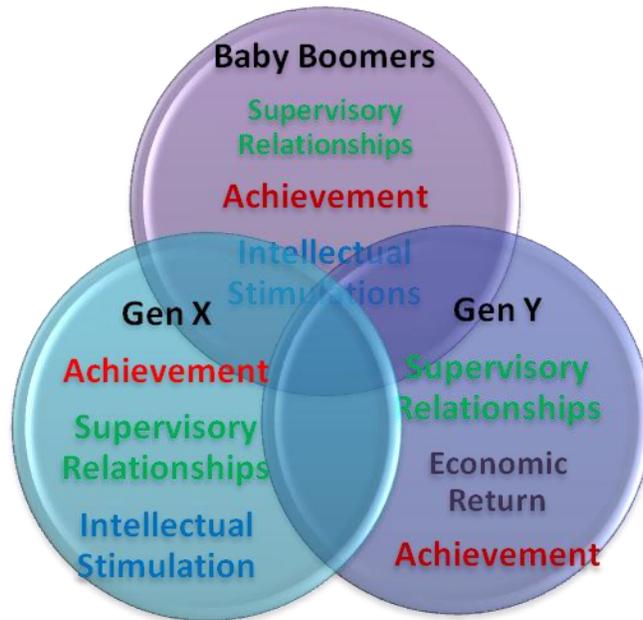


Figure 4.8 Top three work values per cohort, with similarities depicted

Figure 4.8 depicts the top three work values per cohort and it is interesting to note that for all three groups, *Supervisory Relationships* ($*p = 13.47$; $*p= 13.44$ and $*p= 13.89$ respectively) and *Achievement* ($*p = 13.31$; $*p= 13.59$ and $*p= 13.46$ respectively) were ranked similarly in the top three values.

Also, for Baby Boomers and Generation X, the value *Intellectual Stimulation* ranked in the top three ($*p = 12.90$ and $*p= 12.80$ respectively). In contrast, for Generation X this value ranked in at number 9, however their second highest value was *Economic Return* ($*p = 13.49$).

4.3 Discussion of results

Below is a discussion of the four findings:

4.3.1 Most important work values per cohort

Interestingly, for all generations *Achievement* (where $*p = 13.31$ for Baby Boomers; $*p= 13.58$ for Generation X and $*p= 13.46$ for Generation Y) and *Supervisory Relationships* (where $*p = 13.47$ for Baby Boomers; $*p= 13.44$ for Generation X and $*p= 13.89$ for Generation Y) ranked within the top three work values. However, it is important to note that for each generation the concept of *Supervisory Relationships* may take on a different meaning.

For example, for Baby Boomers, the concept could mean the need to be in charge of others, as leaders or managers, as well as the need to control their own work and that of others. This confirms research by Douglas & Richter (1990) who observes that paradoxically, that the more self-control the Boomer manager has over his/her career, the more (information) control the organisation will have as well.

Achievement ranked the number one work value for the Xers. This corresponds with research which has shown that Xers ‘work to live’ in other words, they work to fund their lifestyles (Zemke, *et al.* 2000). Thus, a greater level of achievement means greater status, which in turn means more earning potential for this group. This also correlates with research which has shown that Xers are the least company-loyal (McGuire, *et al.* 2007), and will tend to move when opportunities for further growth and achievement are not forthcoming.

For Generation Y it could imply the need for the individual to have a good relationship with their supervisor in order to facilitate an effective mentoring and coaching connection. In a 2007 study by Rekar Munro, 85% of entry-level employees identified mentorship as the “cornerstone of successful workplace transitioning”. However, it is almost paradoxical to note that this new generation rejects older forms of authority but have not yet filled that void with any new models of leadership (Maccoby, 1995).

It is also fascinating to note that for Baby Boomers and Xers the third most important work value was *Intellectual Stimulation*, while for the Yers, it ranked ninth on their list. This finding correlates with research by Kupperschmidt (2000) claiming that Generation Y have often been labelled the “instant gratification” generation, implying that they are impatient, want to climb the corporate ladder very quickly, and may therefore, in the work context, be willing to sacrifice intellectual stimulation on the altar of economic prosperity.

Secondly, because they have been brought up in an era of corporate scandals, corruption and mismanagement they have a general distrust for authority figures (Wolburg & Pokrywczynski, 2001; Martin & Tulgan, 2002). Therefore, they seek to gain as much as they can, as quickly as they can, before the proverbial ‘ship has sailed’. They are not prepared to work for as many years as the Boomers were required to, before reaping the same economic rewards like corner offices, bigger bonuses and ownership in the form of share scheme participation (Lancaster & Stillman, 2002).

4.3.2 Least important work values per cohort

Another interesting point to note is that for all three generational cohorts, the values *management* (* $p=10.70$ for Baby Boomers, 10.06 for Generation X and 10.26 for Generation Y), *Associates* ($p=10.57$ for Baby Boomers, 10.67 for Generation X and 10.71 for Generation Y), *Balance* (* $p=9.90$ for Baby Boomers, 10.83 for Generation X and 10.85 for Generation Y), and *Aesthetics* (* $p=9.76$ for Baby Boomers, 9.70 for Generation X and 10.40 for Generation Y), all ranked in the bottom four.

This could be indicative of the fact that in the South African context, due to the current economic climate, job security takes pre-eminence over these factors. This implies that the type of management the company is run by, one's colleagues or even the aesthetics of the environment are of secondary concern; having stable and secure employment is of primary concern. It also implies that family-time (*Balance*) may be sacrificed on the altar of job security.

4.4 Work value correlations

The next step was to statistically evaluate the strength of value correlations per cohort, to further extrapolate relationships between them.

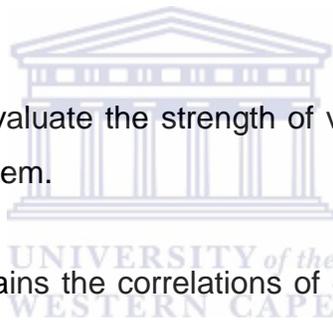


Table 4.2, 4, 3 and 4.4 below contains the correlations of each of the work values with the other work values, for Baby Boomers, Generation X and Generation Y respectively. PROC CORR (in SAS) was used to calculate the relative strength of the correlations per cohort, where * $p > 0.1$ shows a positive correlation. The first column contains the work value under consideration and the following three columns contain the work values which are highest correlated to the value under consideration. The rows reflect the order of importance of each work value as mentioned above. A discussion on the work values for each cohort follows.

Table 4.2 Work Value Correlations for Baby Boomers (n = 70)

1	Supervisory Relationships	Security	Way Of Life	Prestige
		0.55	0.53	0.49
2	Achievement	Prestige	Way Of Life	Creativity
		0.60	0.58	0.51
3	Intellectual Stimulation	Variety	Achievement	Creativity
		0.48	0.47	0.43
4	Altruism	Prestige	Associates	Aesthetic
		0.61	0.61	0.54
5	Way Of Life	Achievement	Supervisory Relationships	Prestige
		0.58	0.53	0.50
6	Economic Return	Security	Surroundings	Prestige
		0.72	0.50	0.49
7	Creativity	Variety	Prestige	Aesthetic
		0.69	0.54	0.52
8	Independence	Variety	Economic Return	Creativity
		0.55	0.45	0.41
9	Security	Economic Return	Supervisory Relationships	Prestige
		0.72	0.55	0.49
10	Challenge	Management	Creativity	Intellectual Stimulation
		0.53	0.44	0.43
11	Prestige	Associates	Altruism	Achievement
		0.63	0.61	0.60
12	Variety	Creativity	Independence	Prestige
		0.69	0.55	0.53
13	Surroundings	Economic Return	Security	Prestige
		0.50	0.48	0.47
14	Management	Prestige	Associates	Challenge
		0.60	0.55	0.53
15	Associates	Prestige	Altruism	Management
		0.63	0.61	0.55
16	Balance	Way of life	Associates	Prestige
		0.50	0.42	0.40
17	Aesthetics	Altruism	Management	Creativity
		0.54	0.53	0.52
	*p > 0.1			

Table 4.3 Work Value Correlations for Generation X (n = 97)

1	Achievement	Prestige	Altruism	Independence
		0.54	0.45	0.41
2	Supervisory Relationships	Economic Return	Security	Surroundings
		0.61	0.50	0.39
3	Intellectual Stimulation	Creativity	Challenge	Variety
		0.56	0.51	0.45
4	Altruism	Aesthetics	Authenticity	Prestige
		0.61	0.58	0.53
5	Economic Return	Supervisory Relationships	Security	Surroundings
		0.61	0.57	0.49
6	Creativity	Intellectual Stimulation	Independence	Challenge
		0.56	0.50	0.49
7	Way Of Life	Surroundings	Prestige	Economic Return
		0.60	0.50	0.48
8	Variety	Intellectual Stimulation	Prestige	Authenticity
		0.45	0.44	0.44
9	Prestige	Management	Surroundings	Associates
		0.66	0.60	0.54
10	Challenge	Intellectual Stimulation	Prestige	Creativity
		0.51	0.50	0.49
11	Surroundings	Way Of Life	Prestige	Aesthetics
		0.60	0.60	0.52
12	Security	Economic Return	Supervisory Relationships	Surroundings
		0.57	0.50	0.46
13	Independence	Management	Prestige	Creativity
		0.52	0.52	0.50
14	Balance	Way of life	Associates	Aesthetics
		0.43	0.27	0.27
15	Associates	Prestige	Management	Surroundings
		0.54	0.45	0.44
16	Management	Prestige	Economic Return	Aesthetics
		0.66	0.54	0.54
17	Aesthetics	Altruism	Surroundings	Management
		0.61	0.60	0.54
	*p > 0.1			

Table 4.4 Work Value Correlations for Generation Y (n = 35)

1	Supervisory Relationships	Surroundings	Way Of Life	Intellectual Stimulation
		0.65	0.59	0.55
2	Economic Return	Independence	Aesthetics	Achievement
		0.66	0.42	0.41
3	Achievement	Security	Altruism	Surroundings
		0.70	0.62	0.57
4	Way Of Life	Creativity	Prestige	Surroundings
		0.73	0.63	0.63
5	Altruism	Achievement	Prestige	Variety
		0.62	0.51	0.50
6	Security	Achievement	Surroundings	Aesthetics
		0.70	0.61	0.43
7	Creativity	Intellectual Stimulation	Prestige	Way Of Life
		0.81	0.77	0.73
8	Intellectual Stimulation	Creativity	Prestige	Management
		0.81	0.66	0.64
9	Prestige	Creativity	Management	Intellectual Stimulation
		0.77	0.70	0.66
10	Variety	Prestige	Aesthetics	Management
		0.64	0.62	0.57
11	Challenge	Intellectual Stimulation	Management	Prestige
		0.58	0.57	0.50
12	Surroundings	Supervisory Relationships	Way Of Life	Security
		0.65	0.63	0.61
13	Independence	Economic Return	Aesthetics	Prestige
		0.66	0.60	0.55
14	Balance	Way of Life	Security	Independence
		0.28	-0.22	0.21
15	Associates	Way Of Life	Surroundings	Independence
		0.54	0.51	0.49
16	Aesthetics	Management	Variety	Independence
		0.63	0.62	0.60
17	Management	Prestige	Intellectual Stimulation	Aesthetics
		0.70	0.64	0.63
*p > 0.1				

From the above tables, it is interesting to note the following pertaining to the each cohort:

4.4.1 Value correlations for Baby Boomers

Although the importance of *Achievement* and *Supervisory Relationships* are similar for each generation, they are not necessarily highly correlated with the same work values.

For Baby Boomers, *Supervisory Relationships* is positively correlated with *Security* ($*p = 0.55$), *Way of life* ($*p = 0.53$) and *Prestige* ($*p = 0.49$). For this generation the concept of *Supervisory Relationships* means controlling the work of others, and this in turn means greater *prestige* and *security* in the organization (as an employee climbs the corporate ladder). In turn, the combination of *supervisory relationships*, *prestige* and *security* adds to an increase in prosperity, which equates to adding value to their *way of life*.

Achievement is also strongly correlated with *Prestige* ($*p = 0.60$) and *Way of life* ($*p = 0.58$), however, this value also displays a positive relationship with *Creativity* ($*p = 0.51$). This bodes well with research which indicates that Boomers associate loyalty (to an organization) with achievement, and believe that the longer an employee has worked for an organization (Lancaster & Stillman, 2002), the more prestige they should be awarded.

Interestingly, for this generation, *Intellectual Stimulation* is most strongly correlated with *Variety* ($*p= 0.48$), *Achievement* ($*p=0.47$) and *Creativity* ($*p= 0.43$). Research by Sullivan, *et al.* (2009) shows that since Baby Boomers are mostly occupying senior leadership roles in organizations currently (*Achievement*), they have the freedom to be more creative in their roles, which allows for greater task variety.

4.4.2 Value correlations for Generation X

On the other hand, for Gen Xers, the value *Supervisory Relationships* is positively correlated with *Economic Return* ($*p = 0.61$), *Security* ($*p = 0.50$) and *Surroundings* ($*p = 0.39$). For this generation, Kupperschmidt (2002) postulate that opportunities for management and promotion equate to greater economic freedom; freedom to choose their surroundings (e.g. work from home options) and resultant job security.

Secondly, *Achievement* is positively correlated with *Prestige* ($*p = 0.54$), *Altruism* ($*p = 0.45$) and *Independence* ($*p = 0.41$) which corroborates research which indicates that Generation X employees value their independence, and view promotion and thus, achievement, in the organization as a means to gaining more independence and opportunities to be more altruistic (Zemke, *et al.*2000).

4.4.3 Value correlations for Generation Y

In contrast, however, for Gen Ys the concept of *Supervisory Relationships* is viewed as the quality of relationship this young employee will enjoy with their superior. If the quality of the relationship with his/her supervisor is good, it could mean that the employee will gain intellectually from being managed and mentored by this person (Rekar-Munro, 2007), which results in a pleasant work environment (i.e. *Surroundings*). Thus their need for mentoring and coaching from their managers is strongly correlated with a high desire for *Intellectual Stimulation* ($*p = 0.55$).

For this generation *Achievement* is positively correlated with *Security* ($*p = 0.70$), *Altruism* ($*p = 0.62$) and *Surroundings* ($*p = 0.57$). These relationships could largely be attributed to the prevailing socio-economic climate in South Africa, where the unemployment rate is on the rise, and where secondary or even tertiary education does not guarantee employment. This generation seems to be equating achievement in the organization with greater job security, which allows them (financially) to do more charitable work outside of the organisation. The value *Surroundings* also links to the increased desire for freedom this generation seems to crave (Pitt-Catsouphe & Matz-Costa, 2008). Pitt-Catsouphe also found that the more flexibility an employee has, the more engaged they are in the workplace.

4.5 Factor analysis to determine work value dimensions

Lyons, Duxbury & Higgins (2005) argue that work values are merely the underlying criteria used to make evaluations of specific work outcomes; they are not the outcomes themselves. They add that these are simply latent constructs, reflected in 'operational terms'. For this reason it proved necessary to conduct a factor analysis of ratings to prove the importance of the various work outcomes.

This study therefore applied factor analysis procedures to explore these underlying dimensions. SAS utilised VARIMAX rotation to perform a principal component analysis to explore the underlying

dimensions of these 17 work values. The Kaiser-Meyer-Olkin measuring of sample adequacy produced a value 0.88, thus supporting the factor analysis.

The factor analysis resulted in a three-dimension-solution with 56.65 percent of variance explained by the components. Commonality was found within item groupings, as depicted by Table 4.4 below, and therefore the three dimensions were labelled as: 'professional growth & work environment', 'comfort and security' and 'personal growth'.

Table 4.5 Work value dimensions

<i>Work Values</i>	Professional growth & work environment	Comfort and security	Personal growth
Creativity	0.645		
Management	0.725		
Achievement	0.672		
Surroundings	0.701		
Supervisory			
Relationships	0.545	0.549	
Way Of Life	0.620		
Security	0.522	0.572	
Associates	0.585		
Aesthetic	0.708		
Prestige	0.827		
Independence	0.607		
Variety	0.655		
Economic Return	0.565	0.555	
Altruism	0.649		
Intellectual Stimulation	0.546		-0.546
Balance			0.522
Challenge	0.528	-0.496	
Eigenvalue	6.903	1.847	1.447

Note: Extraction method: principal component analysis. Rotation method: Varimax with Kaiser normalization

The dimensions were made up by grouping the work values as follows:

- *Professional growth and work environment* = creativity, management, achievement, surroundings, way of life, associates, aesthetic, prestige, independence, variety and altruism
- *Comfort and security*= supervisory relationships, security, economic return and challenge
- *Personal growth* = intellectual stimulation and balance

Frequency analysis of these three dimensions revealed that comfort and security ranked as the most important dimension for each cohort, followed by professional growth and work environment. Personal growth was the least important dimension. Table 4.5 illustrates:

Table 4.6 Work value differences amongst the three generations, grouped as dimensions

Dimensions	Generations	<i>n</i>	Mean (SD)
Comfort & security	Baby Boomers	70	13.47
	Generation X	97	13.44
	Generation Y	35	13.89
Professional growth	Baby Boomers	70	13.31
	Generation X	97	13.58
	Generation Y	35	13.46
Personal growth	Baby Boomers	70	12.90
	Generation X	97	12.80
	Generation Y	35	12.69

The above factor analysis of grouped dimensions, supported by the value relationships portrayed in the correlation analysis (Table 4.2) strongly suggests that there is no difference between the top three work values of each generation.

4.6 Hypothesis revisited

The research question asked the following: Are there differences in work values among employees of different ages? The hypothesis is as follows:

As per the Generational Theory (Strauss & Howe, 1991), an individual’s age, or generational grouping as determined by defining events in the era in which they were raised, will determine the values they espouse. These values, whether on life or work will, in turn, drive behaviour and attitudes.

This study aimed to test this hypothesis by seeking to establish whether differences exist in the relationship between an employee's age and their work values, based on their generational cohort. The study also developed a hierarchy of work values suggesting a relative ranking of important workplace attributes.

As discussed in this chapter, the following findings are noteworthy:

- The hypothesis is *partially* supported in that statistical differences do in fact exist in the relative importance each generation places on various work values in the South African context. This is indicated by the differences in ranking of values numbered 4 to 13 (see Table 4.1).
- However, the fact that the ranking of the *top three* as well as *bottom four values* are almost identical, fails to fully support the hypothesis.

4.7 Conclusion

This chapter presented an overview of the most salient findings obtained, based on an analysis of the empirical data. In this regard the relationship between an employee's age and their work values was analyzed for each generation. The ranking of the top three, as well as bottom four, values for each cohort was almost identical. There were some statistical differences in the ranking of values 4 to 13 though,

Each of the 17 constructs constituting the dimension of work values was compared and analysed in terms of the three generational cohorts. The main objective of this was to determine the extent to which an employee's age influences what he/she values the most in the workplace.

Chapter five presents a discussion of the findings obtained and contextualizes them in the light of previous research on age and work values.

Chapter 5

Summary, conclusions and recommendations

5.1 INTRODUCTION

This chapter summarises the results described in Chapter 4 and where appropriate, existing literature is integrated into the discussion. In addition, this chapter elucidates some of the limitations of the study and suggestions for future research are addressed. The information and discussions provided in the previous chapters serves as a backdrop against which the contents of this chapter are presented and interpreted.

The chapter commences with a summary of the research project, followed by the conclusions drawn from the empirical findings. The chapter concludes with a set of recommendations relevant to generational diversity in the workplace.

5.2 SUMMARY

This research project was intended to establish whether a relationship exists between employees' age and their work values. The following sections present a summary of the outcomes of each chapter:

The first chapter introduces the research objectives, rationale, significance and motivations for the study. This exploratory study was motivated by the lack of academic discourse on the topic of generational diversity in the South African context. The main aim was therefore to establish whether the generational hypotheses (i.e. Generational Theory), as postulated by Strauss and Howe (1991), could be generalized in the South African context. The research question was posed as follows: Are there differences in work values among employees of different ages?

Chapter 1 also addresses the limitations of the study, and a definition of terms is presented upfront to understand the key words and concepts used throughout. In addition, an introduction to the chosen methodology was given, along with a detailed explanation of the sampling method and survey protocols.

The second chapter focused on describing the existing literature on the topic of generational diversity in the workplace. As most of the contributions to this subject have been made by American and British researchers, the largest part of this chapter was dedicated to reviewing and analyzing

the international discourse. Very little local contribution has been found, albeit for the works of one South African author, Graeme Codrington, which was briefly discussed. In general, the literature review indicated that existing theory on generational diversity argues strongly that the age of the employee, and more particularly, the generation within which they were born, has a direct impact on their work values, ethics, behaviours and career goals. This led to the development of, what is widely known and been accepted as, 'Generational Theory', which groups cohorts into Generation X, Generation Y and Baby Boomers based on their birth years and shared experiences.

Furthermore, the literature revealed that an understanding of generational values would lead to more harmonious, inter-generational, workplaces. This understanding could also contribute positively to the development of human resource policies tailored to meet the needs of an age-diverse workforce.

It also became evident that there is general disagreement amongst scholars about the classification of birth years for each generational cohort. The researcher modelled her study based on the original birth years as determined by the founders of Generational Theory, Strauss and Howe. Another issue identified refers to the discovery that very little academic research on this topic was undertaken in the South African context³; hence it was unclear whether this theory could be applied in the local context, and needed to be tested for confirmation.

Chapter three details the selected research method and selecting the instrument used to gather data, namely a quantitative online survey, fashioned in a psychometric format. The data was collected from a sample selected from the human resource database of a large insurance company in Cape Town, and the fieldwork was done between April and July 2011. Non-probability, convenience sampling was selected as the most appropriate sampling method, and a statistical formula was used to ensure that a representative sample from each generational cohort was selected.

The questionnaire was developed by using a combination of two existing work values questionnaires, and both were tested for adequacy relating to validity and reliability. After a pilot test was conducted, some minor changes were made and the questionnaire was distributed via email. Two reminder emails were subsequently sent, and 192 out of 205 returned questionnaires were fully completed and considered useable for analysis.

³. The following literature search procedure was used: a systematic manual review of hard copy issues of major journals, as well as a computerised key word search in EbscoHost, Academic Search Premier, Infotrac and Emerald databases from 1990 to date.

The potential limitations of the study comprise: cross-sectional methodology, sampling errors, non-response analysis and other limitations as detailed below, with the aim of readers consciously applying these to the research results.

The size of the sample poses the most substantial limitation to the study. It will be difficult to generalize the findings to a wider population, without further research with a bigger sample being undertaken.

Although the sampling frame for this study was constructed from the HR database of the company, a random sampling method was utilized. However, since the researcher was able to establish inclusion and exclusion criteria for the sample, and the study is exploratory in nature, the representativeness of the sample is of lesser importance.

Furthermore, it is important to note that there are inherent methodological difficulties in examining generational differences in a cross-sectional way, as disentangling age and generational effects is not an easy task. Readers should therefore be mindful of the fact that the research findings were based on cross-sectional data, which made it complicated to determine whether differences between the cohorts were genuinely linked to generational differences, or whether they were life stage, career stage, age or period differences.

Chapter four presents a detailed analysis of the findings of the empirical data. The frequency analysis is detailed first, followed by higher order statistical analysis. PROC ANOVA and PROC MEANS procedures were utilised to calculate the value rankings, means and standard deviations per cohort. A PROC CORR procedure was used to evaluate the strength of work value correlations per cohort, and a VARIMAX process was used for factor analysis, in order to determine the underlying dimensions of the 17 work values.

The most notable findings were that *Achievement, Supervisory Relationships and Intellectual Stimulation* was ranked within the top 3 work values of each cohort, indicating that, regardless of age, these values were deemed highly important in the workplace. Generation Y, in slight contrast to the other two generations studied, also had *Economic Return* included in their top three ranking. In summary, the research highlighted that the ranking of the top three as well as the bottom four work values, per generational cohort, were almost identical; however some statistical differences exist between cohorts in the ranking of values numbered 4 to 13.

Chapter five concludes the study by linking the findings to the existing literature on the topic and evaluates whether the research question was answered succinctly, as well as comments on the outcome of the hypothesis testing.

5.3 CONCLUSIONS OF THE STUDY

The research question asked the following:

Are there differences in work values among employees of different ages?

The hypothesis is as follows: an individual's age, or generational grouping as determined by defining events in the era in which they were raised, will determine the values they espouse. These values, whether on life or work will, in turn, drive behaviour and attitudes (as per the Generational Theory by Strauss & Howe (1991)).

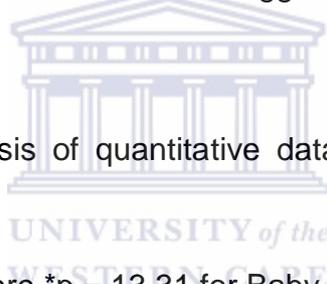
This study aimed to test this hypothesis by seeking to establish whether differences exist in the relationship between an employee's age and their work values, based on their generational cohort. The study also developed a hierarchy of work values suggesting a relative ranking of important workplace attributes.

The discussion comprised an analysis of quantitative data, divided into frequency analysis and higher order analysis.

For all generations Achievement (where $*p = 13.31$ for Baby Boomers; $*p = 13.59$ for Generation X and $*p = 13.46$ for Generation Y, respectively) and Supervisory Relationships (where $*p = 13.47$ for Baby Boomers; $*p = 13.44$ for Generation X and $*p = 13.89$ for Generation Y, respectively) ranked within the top three work values.

For Baby Boomers, *Supervisory Relationships* ranked as the number one work value. This confirms research by Douglas & Richter (1990) who observes that paradoxically, that the more self-control the Boomer manager has over his/her career, the more (information) control the organisation will have as well.

For Generation X, *Achievement* ranked as their number one work value. This corresponds with research which has shown that Xers 'work to live' in other words, they work to fund their lifestyles (Zemke, *et al.* 2000). Thus, a greater level of achievement or status means more earning potential for this group.



For Generation Y, *Supervisory Relationships* also ranked as the number one work value on their list, however, it is paradoxical to note that this new generation rejects older forms of authority but have not yet filled that void with any new models of leadership (Maccoby, 1995).

Another fascinating point to note is that for all three generational cohorts, the values management (*p =10.70 for Baby Boomers, *p = 10.06 for Generation X and *p = 0.26 for Generation Y, respectively), Associates (*p =10.57 for Baby Boomers, *p = 10.67 for Generation X and *p = 10.71 for Generation Y, respectively), Balance (*p =9.90 for Baby Boomers, *p = 10.83 for Generation X and *p = 10.85 for Generation Y, respectively), and Aesthetics (*p =9.76 for Baby Boomers, *p = 9.70 for Generation X and *p = 10.40 for Generation Y, respectively), all ranked in the bottom four.

Plausible explanations for the above phenomenon, in the South African context, were offered.

Both Baby Boomers and Xers ranked *Intellectual Stimulation* as their third most important work value, while surprisingly, for the Yers, it ranked ninth. This correlates with research claiming that Generation Y has often been labelled the “instant gratification” generation, implying that they are impatient, want to climb the corporate ladder very quickly, and may therefore, in the work context, be willing to sacrifice intellectual stimulation on the altar of economic prosperity.

The researcher’s conclusions, on the basis of the empirical findings, are as follows:

- The study developed a hierarchy of work values suggesting a relative ranking and ordering of important workplace attributes.
- The empirical findings reveal that there are rank differences in work values numbered 4 to 13 (see Table 4.1). This indicates that statistical differences do in fact exist in the relative importance each generation places on various work values in the South African context.
- However, due to the fact that 7 out of the 17 work values are ranked almost identically for all three cohorts (the top three and bottom four values), the hypothesis is partially supported.
- It is therefore concluded that generational diversity in a South African corporate, as detailed by the findings of this particular study, could be deemed as “more myth than reality”.

Further research is required to uncover the underlying reasons for these similarities in the South African context.

5.4 RECOMMENDATIONS FROM THE STUDY

The research study aimed to acquire an enhanced understanding of, and insight into, the values employees of differing ages place on their jobs and what they seek from a work environment. The conclusions stated above could be used as a guide for human resource practitioners when strategically formulating their recruitment and employment policies, as well as aiding enhanced management practices, as follows:

- Implications are drawn for this organisation to retain their workforce, using strategies uniquely designed to meet generational needs and preferences. The results of this exploratory study, which revealed the top 3 work values per age cohort, could be used by the HR department as a basis for further consultation with respect to the matter of employee rewards & compensation (*Economic return*), recognition (*Achievement*), as well as mentorship & career development (*Supervisory relationships*).
- The results of this study offer important contributions to the understanding of work values across the generational members, particular in the insurance sector. It may therefore also serve as a guide to developing a strong organizational values statement as well as implementing better recruitment and assessment techniques to help reduce employee turnover and reduce recruitment costs for the organization.
- The literature revealed that managers who are generationally savvy would be better equipped to place their personal values, preferences and attitudes within a generational perspective in order to “unearth their own preconceived ideas and stereotypes”.
- Because many HR researchers feel that employees seek meaningful and purposeful work which can meet emotional as well as physical needs, literature recommends that all employees be mindful to communicate these needs and wants to management. Communication, concerning the reasons behind one’s disparaging needs, could go a long way in fostering understanding between generations.
- Leaders should also continually seek to role-model the values and behaviours expected by the organization and thus, by becoming students of generational differences, they can use this knowledge to equip themselves and those they lead more effectively.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the knowledge and insight gained from both the literature review, as well as the empirical survey, three areas for further research are recommended:

5.5.1 Replication studies in alternate context

Future research in other organisational contexts, replicating this study's methodology is recommended.

5.5.2 Methodology

As the study was cross-sectional in nature, there is a need for longitudinal research to determine how macro-environmental events (social, political and economical) influence workers' value-formation processes, as well as the relative influence of life stage on value orientation.

5.5.3 Additional outcome indicators

It is recommended that using objective outcome indicators, like turnover information and productivity statistics, in addition to self-report data, would serve to enhance an examination of the relationships between work values.



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Annexure A



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11 May 2011

Dear Respondent

PARTICIPATION IN A STUDY OF GENERATIONAL DIVERSITY IN A SOUTH AFRICAN CORPORATE: HOW AGE AFFECTS WORK VALUES

The purpose of this letter is to invite you to participate in a research study being conducted through the School of Business and Finance at the University of the Western Cape. The researcher is fulfilling the thesis requirement for a Master's degree in the School of Business and Finance.

The underlying theme of the research study is to determine whether an employee's age affects his/her work values, attitudes and behaviours. Furthermore, if differences do exist amongst various age groups, how does a corporate deal with an age-diverse, inter-generational mix of employees to ensure maximum employee engagement, productivity and retention?

In order to undertake this study, 500 participants from each generational group (Ages: 18 – 27; 28 - 45; 46 - 59), employed within the Metropolitan Group, have been identified as respondents. You have been selected to form part of this study.

This study has a potentially broad impact on how management and human resource departments, in corporate environments, need to respond to the differences in needs of age diverse employees. Therefore, it would be appreciated if you could complete the ensuing questionnaire, which should take approximately 20 minutes.

The data collected will remain anonymous and confidential.

Thank you for your participation.

Yours faithfully

Prof Kobus Visser PhD
(Study Leader)
Professor of Management

Luan McArthur-Grill
(Researcher)

Annexure B: Full Questionnaire

Part 1: WORK VALUES INVENTORY

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not all considered equally important; some are very important to some people but of little importance to others. Read each statement carefully and indicate how important it is to you.

5 means "Very Important"

4 means "Important"

3 means "Moderately Important"

2 means "Of Little Importance"

1 means "Unimportant"

WORK IN WHICH YOU:

CIRCLE ONE

1.	have to keep solving problems	5	4	3	2	1
2.	help others	5	4	3	2	1
3.	can get a raise	5	4	3	2	1
4.	look forward to changes in your job	5	4	3	2	1
5.	have freedom in your area	5	4	3	2	1
6.	gain prestige in your field	5	4	3	2	1
7.	need to have artistic ability	5	4	3	2	1
8.	are one of the gang	5	4	3	2	1
9.	know your job will last	5	4	3	2	1
10.	can be the kind of person you would like to be	5	4	3	2	1
11.	have a boss who gives you a fair deal	5	4	3	2	1
12.	like the setting in which your work is done	5	4	3	2	1
13.	get the feeling of having done a good day's work	5	4	3	2	1
14.	have the authority over others	5	4	3	2	1
15.	try out new ideas and suggestions	5	4	3	2	1
16.	create something new	5	4	3	2	1
17.	know by the results when you've done a good job	5	4	3	2	1



18.	have a boss who is reasonable	5	4	3	2	1
19.	are sure of always having a job	5	4	3	2	1
20.	add beauty to the world	5	4	3	2	1
21.	make your own decisions	5	4	3	2	1
22.	have pay increases that keep up with the cost of living	5	4	3	2	1
23.	are mentally challenged	5	4	3	2	1
24.	use leadership abilities	5	4	3	2	1
25.	have adequate lounge, toilet and other facilities	5	4	3	2	1
26.	have a way of life, while not on the job, that you like	5	4	3	2	1
27.	form friendships with your fellow employees	5	4	3	2	1
28.	know that others consider your work important	5	4	3	2	1
29.	do not do the same thing all the time	5	4	3	2	1
30.	feel you have helped another person	5	4	3	2	1
31.	add to the well-being of other people	5	4	3	2	1
32.	do many different things	5	4	3	2	1
33.	are looked up to by others	5	4	3	2	1
34.	have good connections with fellow workers	5	4	3	2	1
35.	lead the kind of life you most enjoy	5	4	3	2	1
36.	have a good place in which to work (quiet, calm, etc.)	5	4	3	2	1
37.	plan and organize the work of others	5	4	3	2	1
38.	need to be mentally alert	5	4	3	2	1
39.	are paid enough to live very well	5	4	3	2	1
40.	are your own boss	5	4	3	2	1
41.	make attractive products	5	4	3	2	1
42.	are sure of another job in the company if your present job ends	5	4	3	2	1



43.	have a supervisor who is considerate	5	4	3	2	1
44.	see the result of your efforts	5	4	3	2	1
45.	contribute new ideas	5	4	3	2	1

The next section contain statements which represent 3 different, and slightly more modern, values which people describe as important in their work. Read each statement carefully and indicate which statement describes you best, using the following scales:

5 means “This describes me very well”

4 means “This describes me considerably”

3 means “This describes me often”

2 means “This describes me somewhat”

1 means “This does not describe me at all”

46.	I hope to find a greater purpose to my life that suits who I am	5	4	3	2	1
47.	I hunger for greater spiritual growth in my life	5	4	3	2	1
48.	I have discovered that crisis in life offer perspectives in ways that daily living does not.	5	4	3	2	1
49.	If I could follow my dream right now, I would	5	4	3	2	1
50.	I want to have an impact and leave my signature on what I accomplish in life	5	4	3	2	1
51.	If necessary, I would give up my work to settle problematic family issues or concerns	5	4	3	2	1
52.	I constantly arrange my work around my family needs	5	4	3	2	1
53.	My work is meaningless if I cannot take the time to be with my family	5	4	3	2	1
54.	Achieving balance between work and family is of utmost importance to me	5	4	3	2	1
55.	Nothing matters more to me right now than balancing work with my family responsibilities	5	4	3	2	1
56.	I continually look for new challenges in everything I do	5	4	3	2	1
57.	I view setbacks not as ‘problems’ to be overcome but as ‘challenges’ that require solutions	5	4	3	2	1
58.	Added work responsibilities don’t worry me	5	4	3	2	1

59.	Most people would describe me as being very goal-orientated	5	4	3	2	1
60.	I thrive on work challenges and turn work problems into opportunities for change	5	4	3	2	1

Part 2: DEMOGRAPHIC INFORMATION

Q. Gender

What is your gender?

- Male
- Female

Q. Age

In which year were you born? _____

Q. Marital Status

What is your marital status?

- Now married
- Widowed
- Divorced
- Separated
- Never married



Q. Education

What is the highest degree or level of school you have completed? If currently enrolled, mark the previous grade or highest degree received.

- 9th, 10th or 11th grade
- 12th grade
- Diploma
- Bachelor's degree
- Master's degree
- Other Professional qualification/degree

Q. Employment Status

Are you currently...?

- Employed full-time
- Employed part-time

Q. Race

Please specify your race.

- Asian
- Black
- Coloured
- White