

**THE RELATIONSHIP BETWEEN GENERATION THEORY,
LEADERSHIP STYLE AND JOB RESOURCES IN A
CLEANING SERVICES ORGANIZATION IN SOUTH AFRICA**

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Submitted in partial fulfilment of the requirements for the degree of

MAGISTER ADMINISTRATION



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DECLARATION

I hereby declare that "The relationship between Generation Theory, Leadership style and Job resources in a cleaning services organization in South Africa" is my own work. It has not been submitted before for any degree or examination at any other institution of higher learning, and that all references have, to the best of my knowledge been indicated and acknowledged as complete references. It is being submitted for the degree of Magister Administration at the University of the Western Cape.

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ABSTRACT

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RESEARCH TITLE

The relationship between Generation Theory, Leadership style and job resources in a Cleaning organization in South Africa.



INTRODUCTION AND BACKGROUND

Purpose - The landscape of the world of work as we know has changed dramatically in the last decade. We have complex organizations compounded by multiple generations co existing in the workplace. This phenomenon brings about different dynamics in organizations, progressive leaders if understood and managed correctly, could potentially capitalize on. The purpose of this paper is to understand the different generations and whether these generations require different leadership styles. The paper furthermore attempts to investigate whether different generations prefer different job resources.

Design/Methodology/Approach – This research study uses a quantitative approach to determine whether there are indeed significant differences between the different generations and the leadership style they prefer as well as the job resources they prefer.

Findings - Although no statistically significant differences were found between the different generations and their preferences for the specific leadership styles, the descriptive statistics regarding preference for leadership style across the generations, indicated that individuals from all generations indicated a preference for transformational leadership. Regarding preference for job resource dimensions, the results yielded a statistically significant difference in the preference for Advancement in Generation Y.

Originality and Value – This research paper sheds further light on the understanding of different generations namely Baby boomers, Generation X and Generation Y. The paper maps out the preferred leadership style and preferred job resources of generations and allows business leaders an enhanced understanding of their employees.

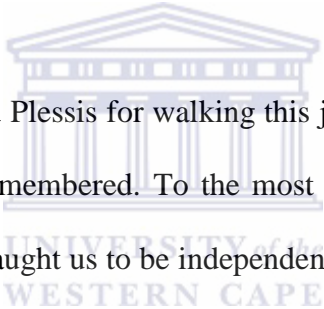
KEY WORDS: Generation, Cohort, Generation X, Generation Y, Leadership, Retention, Transformational Leadership, Transactional Leadership, Passive Avoidant Leadership, Job resources



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I would firstly like to give Thanks to my creator for granting me the intellectual capability, ambition and perseverance to complete a degree of this stature. I would like to pledge a sincere and heartfelt Thank you to the following invaluable people in my life.



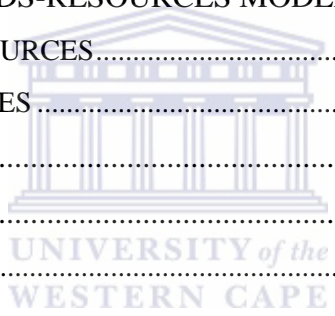
To my supervisor, Dr. Marieta Du Plessis for walking this journey with me, your support and encouragement will always be remembered. To the most amazing parents, who prioritised education in our house hold and taught us to be independent, you instilled within us hope that we can be anything we aspire to be. To my son, Ijaaz, my inspiration and my muse. Ijaaz, this dissertation is in your honour, you gave me the motivation and strength to see through a sometimes arduous journey through, I love you with all my heart and soul. A huge Thank you to all my siblings for being supportive and lending a helping hand, specifically to Zahida for her baby sitting and editorial genius and Mohamed for baby-sitting. Thank you to my nieces and nephews for blessing our family with love and happiness. Lastly, to all my colleagues who completed a questionnaire in the interest of my education, without you, this would not be possible.

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CHAPTER ONE: INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION AND BACKGROUND

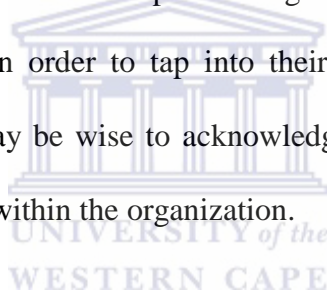
This chapter aims to contextualize the research study. The problem statement is mapped out, as a precursor to the discussions that unfold in the upcoming research study. The researcher unpacks the concepts of Generations, Leadership and Job resources which are salient throughout this study.

The world of work has changed dramatically in the last decade. It is characterized by complex organizations compounded by multiple generations co-existing in the workplace. This phenomenon brings about different dynamics in organizations which, progressive leaders, could potentially capitalize on if these dynamics are correctly understood and managed. Clark, (1999, cited in Arsenault, 2004) states that forward looking organizations acknowledge diversity with regards to different generations and have developed and implemented programmes aimed at addressing this diversity in order to gain a competitive advantage.

Kogan (2007, cited in Stanley, 2010) propose that multiple generations present in the workforce have their own sets of values, views on authority, attitudes toward work, communication styles and expectations of their leaders and work environments. Gursoy, Maier and Chi (2008, cited in Stanley, 2010) suggests that each generational group has its own unique experiences, values, gender issues, tensions, problems and approaches to team work.

Weston (2001, cited in Stanley, 2010) mentions that whilst the idea of multiple Generations is not a new concept, what is different is that there are now flatter organizational structures, with a less clear chain of command and where younger employees are not fearful of their differing viewpoints. Furthermore, younger generations may be in senior positions and managing their older colleagues. In the past, multiple generations who worked in the same organization, were usually separated due to their job description and hierarchy (Gursoy, et al., 2008).

Stanley (2010) proposes that different generations are represented in various levels throughout the organization. This makes it important to grasp the discrepancies, as well as the similarities of the generations, in order to tap into their diversity, creativity and energy. Stanley (2010) advises that it may be wise to acknowledge and address issues of retention and attraction for all generations within the organization.



1.2 PROBLEM STATEMENT

“We live in a complex world where we know little about leading and being led by Millennials. These emerging knowledge workers are networked, collaborative, connective, and social, as well as adept users of technology.” (Altizer, 2010, Curtis; Helwett, Sherbin, & Sumberg, 2009, cited in Balda & Mora, 2011.p.13). This statement sheds light on a debate currently in its infancy and encapsulates the express purpose for this study.

Balda and Mora (2011) propose that the complex work context requires unprecedented organizational paradigms and leadership practices. The multi-generational workforce

prevalent in the workplace requires an alternative leadership style in order to avoid friction in the workplace and to assist with retention. McGonagill & Pruyn (2010, cited in Balda & Mora, 2011) postulate that leading and managing within this framework demands the development of new skills, including mutual and participatory engagement.

This study aims to contextualize Generation Theory and investigates whether there is indeed a link between generational cohorts and preferred leadership style. The study furthermore aims to deepen understanding of the job resources preferred by different generations. The feedback generated will ostensibly assist management to better lead and support individuals and ultimately contribute to a more collaborative workforce. Should discrepancies be found, it may be astute for management development programmes to be cognisant of these nuances.



1.3 OBJECTIVES OF THE STUDY

- To determine the Leadership style preference regarding how individuals from different generations prefer to be led.
- To understand whether there is a significant difference between generations and how they prefer to be led.
- To determine whether there are differences between the preferred job resources of employees from different generational groups.

1.4 KEY CONCEPTS DEFINED

This section proposes operational definitions for the key concepts prevalent in this research study. In particular, the concepts of generations; different leadership styles and Job resources are defined.

1.4.1 GENERATIONS DEFINED

A plethora of definitions for generations exist in the literature. Bickel and Brown (2005, p.205) define 'generations' as a group of people that 'came along at the same time' experiencing history from the view of the same life stage and states that this commonality shapes individuals.



Generations can be defined as an identifiable group sharing birth years, ages and important developmental stages, divided by five to seven years into the first wave, core group and last wave (Smola & Sutton, 2002). It is apparent from the literature reviewed that different understandings of the time periods for different generations exist. The main generational cohorts who form the current working population are, however mostly comprised of what is known as Baby Boomers, Generation X and Generation Y.

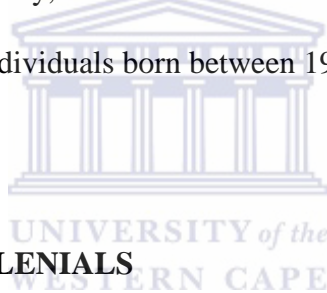
Deal, Stawiski, Graves, Gentry, Weber and Ruderman (2013), thought-provokingly observes that existing research on generational differences at work; rarely considers the role of the managerial level within the organization. This study explores whether there are indeed difference amongst the generations from two perspectives namely the leadership style they prefer as well as the job resources they prefer.

1.4.2 BABY BOOMERS

Between 1945 and 1965 the birth rate increased dramatically due to post war effects and this generation was subsequently coined the Baby Boomers. Yu and Miller (2004) in addition define Baby Boomers as those individuals born between 1945 and 1964. For the purposes of this study this cohort will be referred to as Boomers.

1.4.3 GENERATION X

Deal et al., (2013) postulates the generation subsequent to the Baby Boomers is referred to as Generation X or (gen Xers) and initiates when the birthrate decreases in 1964 and ends in 1980. For the purpose of this study, we will use the definition by Yu and Miller (2004) defining Generation X as those individuals born between 1965 and 1980 will be used.



1.4.4 GENERATION Y/ MILLENNIALS

Yu and Miller (2004) propose that Generation Y comprise those individuals born post 1980. The exact period for this generation remains unclear, however for the purpose of this study, the aforementioned period will be utilised.

1.5 LEADERSHIP DEFINED

Leadership, although explored by many researchers, remains a controversial topic as there is no agreed universal understanding of this concept. “In the best of times, we tend to forget how urgent the study of leadership is. But leadership always matters and it has never mattered more than it does now.” (Bennis, 2007, p.2). Leadership is at the heart of the organization’s success as it gives rise to organizational culture and has a multitude of repercussions.

Leadership is viewed as a ‘process of influencing employees, toward achieving a common goal’, where Leadership style is defined as the approach, combined with the behaviours by which a leader/manager directs his/her followers toward achieving a set goal (Huber et al., 2000, cited in Farag Tullai-Mcguiness, Anthony & Stawiski, 2009, p.253). Penney (2011) further describes leadership as dynamic and postulate that new models are emerging, which are likely to result in a shift in future leadership styles.

Different Leadership Theories exist, and bear greater exploration. Although a multitude of Leadership styles and Theories exist, only Transformational, Transactional and Passive Avoidant (Laissez-faire) Leadership will be discussed in this study.



1.5.1 TRANSFORMATIONAL LEADERSHIP

Leadership is a major factor contributing to the wellbeing of both organizations and nations (Odumero & Ifeayani, 2013). These scholars argue that two of the most prominent leadership theories are Transactional and Transformational Leadership.

A transformational leader is seen as an individual who stimulates and inspires followers to attain extraordinary results; (Robbins & Coulter, 2007, cited in Odumero & Ifeayani, 2013). The authors further advocate transformational leadership as enhancing motivation, morale and performance through numerous methods. These methods comprise of connecting the followers sense of identity to the project and organization, acting as a role model for followers, challenging them to assume increased ownership for their work as well as understanding the strengths and development needs of followers, so that leaders may

facilitate improved performance. The characteristics of Transformation leadership include Idealized influence, Inspirational motivation, Intellectual stimulation and Personal and individual attention.

1.5.2 TRANSACTIONAL LEADERSHIP

Transactional leadership centres around the role of supervision, organization and group performance (Odumero & Ifeayani, 2013). This style of leadership involves the leader promoting compliance through rewards and punishment. The leader monitors the performance of followers in order to find anomalies. Transactional leadership is effective in crisis situations and when projects need to be executed in a specific way.



1.5.3 PASSIVE/AVOIDANT LEADERSHIP

Judge and Picollo (2004) propose Laissez-faire leadership as the absence of leadership or the avoidance of leadership. Leaders who practice this style of leadership hesitate in taking action, avoid decision making and are absent when required.

Passive/avoidant behaviour includes Management by exception and laissez-faire styles (Munaf, 2011). This type of leadership is more passive and reactive and lacks an analytical approach to challenges.

1.6 JOB RESOURCES

Job Resources are deemed to be tools that individuals can utilize in order to alleviate the stress/demands imposed by the job. Asiwe, Hill and Jorgensen (2015), posit that the results of

their study suggest different work characteristics may be grouped into two categories related to the theoretical terms of job demands and resources within different organizations.

1.6.1 DEFINING JOB RESOURCES

Bakker and Demerouti (2006) define Job resources as those physical, psychological, social or organizational aspects of the job that may assist with reducing the job demands, achieving work goals and stimulating personal growth, learning and development.

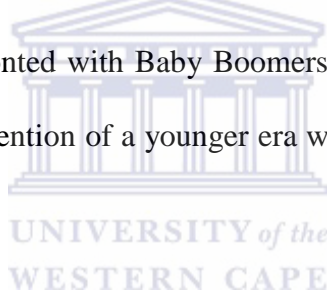
Demerouti and Bakker (2011) postulate that inherent in the definition of Job resources is the assumption that resources cushion the impact of job demands on job strain. Demerouti and Bakker (2011) also state that Job resources at an organizational level include pay, opportunity, and security, at an interpersonal level this includes team climate and supervisory support, at an organization of work level includes role clarity and participation in decision-making), and at a task level includes skill variety, task significance, autonomy, and feedback.

1.7 SIGNIFICANCE OF THE STUDY

Organizations would probably be less productive and competitive if the diverse expectations and perceptions of their employees and managers from different generational cohorts are not acknowledged and managed (Angeline, 2011). This study wishes to understand what followers want from their leaders in greater depth, in order to better lead them.

Bell (2010) advocates that the challenge of leading different generational cohorts can be circumvented through increased self-awareness by leaders and through developing a heightened understanding of the capabilities and aspirations of followers.

Bell (2010) mentions that great leaders are conscious of their personal aspirations and values; have given thought to the leadership principles important to them and can articulate this. In addition, Bell (2010) advises leaders to address the generational issue through knowing their people, knowing themselves as a leader and becoming a student of great leadership. Stanley (2010) argues that a positive slant to the different generational cohorts is that all cohorts bring something new, unique and important to the workforce. Smola and Sutton (2002) state that organizations are not only confronted with Baby Boomers exiting the organization, but also with the task of attraction and retention of a younger era which may differ significantly from previous generations.



Raines (1997, cited in Stanley, 2010) proposes that encouraging active participation and involvement of both Generation X and Generation Y will increase their sense of affiliation to the organization. It appears from the above research, that younger generations appreciate a collaborative approach to leadership.

1.8 OUTLINE OF CHAPTERS

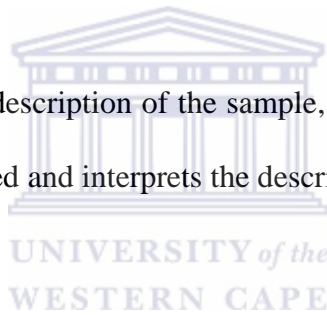
The study will be divided into five chapters as follows:

Chapter 1 provided an introduction to the study and defined the concepts of generational cohorts and leadership styles. The scope of this study was defined and the introduction; problem statement and objectives were clearly articulated.

Chapter 2 will focus on the Literature Review, and considering the literature available on generations and different types of leadership. The chapter will explore the needs of the different generational cohorts, as well as the Job resources and different Theoretical Models underpinning this.

Chapter 3 will describe the research procedures used in this study, by documenting the research methodology, as well as a discussion on available sampling strategies, data collection and data analysis procedures. The design of the questionnaire as well as the sampling size will be discussed.

Chapter 4 provides a description of the sample, presents the most salient research findings which emerged and interprets the descriptive and inferential results which were obtained.



Chapter 5 provides insight into how the results of this study may be juxtaposed against other similar research, in addition to presenting previous research findings relative to the current research. The limitations of the study are also explored and recommendations are made pertaining to future research offered.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides the theoretical framework which underpins the present study. The researcher explores the different generational cohorts in greater detail and discusses the different Leadership Theories. Leadership Theory, albeit a far reaching issue, will be limited to a discussion on Transformational, Transactional and Passive Avoidant Leadership for the purposes of this study. The researcher also investigates Job resources and the different theoretical models which give impetus to the concepts.

2.2 GENERATIONAL COHORTS IN CONTEXT

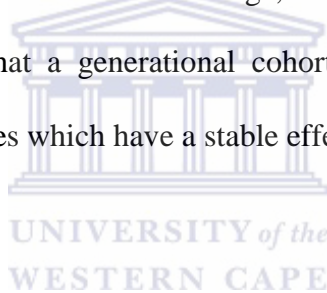
Available literature was collated from American and European sources and as such the theory of this research is premised upon this context. Nonetheless, research conducted on Job and leadership resources in the South African context will also be explored in great depth.

As a point of departure, it is important to define the concept of generations. The classification derived from Wikipedia “Generation in the sense of birth cohort, also known as a social generation, is widely used in popular culture, and has been the basis for much social analysis.” Howe and Strauss (2000) elaborate on this definition by stating that people within a specific generation share certain defining characteristics as a result of the environmental events that shape their life perspective in their formative years.

Scholars (Jurkiewicz & Brown, 1998; Kupperschmidt, 2000; Mannheim, 1972; Smola & Sutton, 2002; Strauss & Howe, 1991; Thau & Heflin, 1997, cited in Deal et al., 2013)

advocate each generation's unique experiences during development result in similarities between characteristics, attitudes, beliefs and behaviours of its subset and inevitably lead to discrepancies between the different generational cohorts.

Determining generational levels remain imprecise and complicated; but the cut offs provide for greater understanding of human behaviour, as landmark events do distinguish one generation from another (Thompson, 2011). Generations are furthermore commonly perceived as a collective set of attributes, behaviours, core values and experiences (Delcampo et al., 2011; Underwood, 2007). Palese et al. (2006, cited in Stanley 2010) further define generations as a grouping of people within similar age, born in the same time of history and culture. Pipitvej (2014) states that a generational cohort includes individuals who share historical life events or experiences which have a stable effect over time.



A generational period lasts approximately twenty years and contain predominantly two cohorts namely Generation X born between 1965 and 1980 as well as Generation Y also referred to as Millennials born between 1981 and 1999 (Lancaster & Stilman , 2003). Schaefer (2000) and Shepard (2004, in Gursoy et al., 2008) advocate that behavioural sociologists agree that each generation lasts approximately two decades and further contend that once the new generation comes into its own, the previous generation fades into the background.

Lancaster and Stilman (2003) define Generation X as born between 1965 and 1980 and Generation Y are born between 1981 and 1999. Yu and Miller (2004) define Baby Boomers

as those individuals born between 1945 and 1964, Generation X constitute those individuals born between 1965 and 1980 and Generation Y comprise those individuals born post 1980.

2.2.1 GENERATIONAL ATTITUDES AND VALUES

The generational personality is likely to influence what individuals want from work, the type of work environment they desire and how they intend to achieve satisfaction thereof (Gursoy et al., 2008). It is evident from the aforementioned definitions that generations share certain unique attributes in relation to their birth period. This study aims to contextualize these commonalities in a manner that supports optimal business practices. Kogan (2007, cited in Gursoy et al., 2008) state that through understanding the different generations and providing employees with what they require in order to thrive, leaders can achieve increased productivity, improve morale and employee retention.

Table 2.1 provides a summary of the values of the different generations as presented by Shacklock (2015).

Table 2.1: Generational Values

THE GENERATIONS	
The Veterans or The Silent Generation	Born 1925-1945. 95% of this generation is retired. They are an adaptive generation because they had to be. They have a practical outlook and dedicated work ethic. They are respectful of authority and believe in personal sacrifice.
Baby Boomers	An idealist generation. They are optimistic, driven and team oriented. Their self-images are linked to doing a good job. They are

	competitive and loyal and value individual freedom and dedication.
Generation X	A reactive generation, street wise. Both parents employed. Grown up questioning parents and now questioning their employers. They don't know how to keep quiet which is aggravating their Boomer managers. Less likely to have corporate loyalty, value self-reliance and work-life balance, technology is an important part of their lives. Seeking balance between work and family and are more informal, fun loving and independent.
Generation Y or Millennial	A civic generation, inner driven within the information revolution, striving to get ahead. They have been pampered, nurtured and programmed with a range of activities. They are both high performance and high maintenance. They believe in their own worth. Drawn to their families for safety and security. They don't mid change and don't expect to stay in a job or career for long. They are multitaskers. They are ambitious, hopeful, relaxed, polite and collaborative.

2.2.2 CONTENTION IN GENERATION THEORY

There are distinctions among researchers regarding the exact birth years which define the generational cohorts, according to Benson and Brown (2011). While agreement on a definition may be lacking, through a combination of thoughts and ideas, educators, can agree on certain aspects of each generation (Meier, Stephen, Crocker & Stephen, 2010). Farag et al. (2009) posit the current four generational cohorts as the Veterans, Baby Boomers, Generation X and the Millennials.

Although not complete consensus exists on the exact time period for the generations, the periods defined by Yu and Miller (2004) will be used for this purpose of this study. The generational cohorts explored in the present study will however include Baby Boomers, Generation X and Generation Y as these generations comprise the current workforce; (Van der Walt & Du Plessis, 2010).

A more detailed discussion on each of the generational cohorts follows in the next section.

2.3 CHARACTERISTICS OF THE GENERATIONAL COHORTS

2.3.1 BABY BOOMERS

Helyer and Lee (2012) postulate that one response to the challenges facing the UK economy has been to assess the current workforce and a notable observation is the ageing of the workforce. After the war, between 1945 and 1965, the birth rate increased and as such, this generation was coined the Baby Boomers. Yu and Miller (2004) define Baby Boomers as those individuals born between 1945 and 1964. For the purposes of this study, we will refer to this cohort as Boomers.

Baby Boomers (Boomers) currently comprise the senior workforce generation. Jorgensen (2003) advances that Boomers are predominant in senior positions in most well established organizations and have been the prevailing influence for the past decade. Yu and Miller (2004) describe Baby Boomers as being more diligent and having the preference for a more stable work environment. Raths (1999) posit Baby Boomers as not being technologically savvy and not enjoying change.

Baby Boomers are still actively employed, however there appears to be controversy regarding the underlying reasons for this. Yu and Miller (2004) contend that Baby Boomers tend to work hard and can be considered loyal to their employer. Altman (2011) expresses the view that although financial security is a key driver for Baby Boomers continuing to work, this is not always the case, and the motivation may well be a need for social interaction and affiliation.

Helyer and Lee (2012) suggest that the first of the Baby Boomers reached retirement age in 2011, sparking much debate. The knowledge, skills and experience typically possessed by this cohort keep the wheels of various organizations turning due to them generally boasting an invaluable skillset. As a consequence of this, retirement has been deferred, and this is proving to be mutually beneficial to companies and Baby Boomers. This has further been contributed to by the recession, one of the ramifications of which is Boomers not retiring. This has radically altered the composition of the workforce, as these individuals are approximately double in number compared to Generation X (Hewlett et al. 2009). Tasler, Thomas and Su (2009) acknowledges Baby Boomers as holding the majority of the leadership positions in the workplace and stipulates that their retirement creates a leadership gap, which must be filled by the next generation.

A further phenomenon prevalent amongst the Baby Boomer generation is a trend to carve out a new post-retirement career category oftentimes referred to as 'encore careers'. Instead of retiring, they are creating jobs that are meaningful and contribute positively to the world. This contributes to the changing world of work and how we will experience it in the future, (Pink, 2009).

Baby Boomers have a desire to be recognised for their achievement, rewarded for their performance, feel a sense of contribution toward their community and organizational growth, and that they appreciate a supportive management style (Weston, 2001) cited in Farag et al., 2009). Tasler et al. (2008) further state that Baby Boomers are familiar with structured working environments, planned face-to-face meetings, overtime work and the occasional weekend in office. In addition, Stanley (2010) mentions that a significant feature of Boomers is that work has been pivotal in their lives and, as such, they possess strong work ethic.

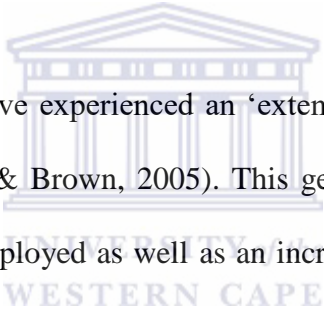
Benson and Brown (2011) hypothesize that Baby Boomers value team work and group discussions, and believe that achievement results from paying your dues. This cohort appears to value commitment and loyalty and believe that sacrifice is required in order to achieve success. Yu and Miller (2005, cited in Farag et al., 2009) postulate that Boomers respect chain of command and expect managers to specify the desired objective. Ulrich (2001) contends that Boomers were raised in nuclear families where mothers stayed home and fathers worked. The seemingly more connected family appears to have resulted in their preference for teamwork.

The cohesiveness of an organization is affected by generational discrepancies. Most founding members of organizations that exist today are from the Boomer generation. Their values often ignore the need of younger generations for participative and flexible work practices. Their influence on work climate is a reflection of their childhood era. The new generation entering the workplace often experience person-organization misfit dilemmas that render resignation likely, as they have work values which differ from Boomers; (Twenge, Stacy, Campbell, Hoffman & Lance, 2010). Tasler et al. (2009) theorizes that the Boomers' ability to manage their emotions is superior to that of other generations, as they are much less

prone to flying off the handle when things don't go their way than their Generation Y counterparts.

2.3.2 GENERATION X

Generation X, born between 1965 and 1980, is hypothesized to be independent, entrepreneurial, cynical and anti-hierarchy. The basis of this dissimilar mind-set appears to be founded in the formative years, as the Baby Boomers and Generation X were raised in substantially different environments. Deal et al. (2013) acknowledge that although Generation X and Baby Boomers differ in external and introjected motivation, variance in work motivation is more adequately explained regarding managerial level.



The majority of Generation X have experienced an 'extended adolescence' as they married later or remained single (Bickel & Brown, 2005). This generational cohort was the first to experience both parents being employed as well as an increase in the divorce rate. Cordeniz (2002, cited in Farag et al., 2009) describe Generation X as children who returned from school to empty homes, since both parents were employed. They may also be from single parent households. Generation X was raised in times of economic uncertainty and were exposed to parents who bore the brunt of downsizing. This generational cohort was further confronted with domestic and social change. As a repercussion of this life experience, these individuals value the family interaction and are less likely to put their jobs before their family time (Meier, Stephen, Crocker & Stephen, 2010).

Members of this cohort were raised to be independent (Dunn-Cane, Gonzalez and Stewart, 1999). This has resulted in them not being good team players, because they show a

preference for working independently (Cordeniz 2002, Kupperschmidt 2000, Weston 2001). Dunn-Cane et al. 1999) and Cordeniz (2002) mentions that their sense of belonging is linked to their family or close friends with who they have family-like relationships.

Erickson (2010) claims that Generation X are more prepared to trade idealism for realism, a trait potentially useful to future organizations. Adults who previously endured economic hardships will probably place a greater significance on compensation. South African research conducted by Masibigiri and Nienaber (2011) into the factors that affect Generation X in the public service sector, corroborates international findings and concludes that intrinsic work factors are most important to this group of graduates. Most interviewees in this study indicated that their salaries were adequate in relation to the work performed. Yu and Miller (2004) state that Generation X simultaneously seek self-achievement and basic needs from their jobs. They are less devoted to their jobs as they seek a balanced approach to life. Irvine (2010, cited in Stanley, 2010) purports that individuals from Generation X do not over-emphasize work and believe that work should not be too serious or formal and should be fun. Finding balance between work and life is a priority for this cohort, possibly because their parents failed to achieve it.

Generation X are loyal to their profession as opposed to their employers. They have high autonomy and flexibility in their lifestyles and jobs, resulting in a lesser need for leadership (Yu and Miller, 2004). Witnessing parents being retrenched made many individuals from Generation X weary of work commitments. Generation X wants to define their development and career opportunities.

Farag et al. (2009) postulate Generation X as not being inclined to follow a regular chain of command, stating that they may experience a decreased sense of comfort in a structured environment, are less likely to agree with their manager's expectations and are not as involved with the formal organization. Bickel and Brown (2005) state these individuals are more outspoken than their parents, who are typically Boomers, making it more likely that they are viewed as egocentric. Generation X learned how to avoid their parents mistakes and they value education, hard work and the power of money (Meier et al., 2010).

Generation X concern themselves with more traditional leadership issues, such as attracting, retaining, and motivating others. Their rich, multicultural backgrounds have equipped them to deal with diversity. Bickel and Brown (2005) contend that Generation X seek alternative models of career development, and draw attention to the danger of adopting a single-minded approach. Being reared in an era consumed with digital technologies, Generation X have a strong network building orientation and tend to look outward for solutions. They embrace complexity and deal well with disruptive issues. They are at ease with the concept of multiple solutions to a problem and similarly have a multidimensional approach to life.

According to Davis, Pawlowski and Houston (2006), Generation X were found to hold a similar approach to work involvement, work attachment, commitment to the organization and commitment to the profession. It is important to Generation X to understand what ties them together, in order to be part of a collective. They further shape identity between work and personal values. The organizations vision and mission may be critical in attracting this generational cohort. Weston (2001, cited in Wieck et al., 2002) and Hu et al. (2004, cited in Farag et al., 2009) state that Generation X desire immediate feedback and gratification,

anticipate collaborative decision making and mentoring, whilst partnering with efficient and knowledgeable leaders.

Generation X appreciate coaching and training from their managers, especially if this enables career advancement (Weston 2001, cited in Farag et al., 2009). They further elaborate that whilst Generation X desire autonomy and function independently, they require that their managers provide the requisite information for them to achieve goals, in addition to providing the resources. Mhatre and Conger (2011) also indicate that Generation X prefer freedom and autonomy and do not appreciate being micro-managed.

Yu and Miller (2005, cited in Farag et al., 2009) additionally surmise that Gen Xers need managers to involve them in activities which aid personal growth and maturity, and contribute to self-satisfaction. Generation X respect their personal values and the values of the organization (Erickson, 2010). Interviews performed in America indicate they have strong value-orientated sensibilities, stemming from childhood experiences (Twenge et al., 2010).

Andert (2011) suggests that the latter half of the Boomers and Generation X are positively predisposed to working in synergies. Penney (2011) also contends that Generation X view collaboration as an important facet of leadership. Andert (2011) argues that Generation X have a preference to lead, but according to Salahuddin (2010), lack the people skills of previous generational cohorts and resultantly; their forthrightness may negatively affect others.

One can deduce from the aforementioned literature the distinctions between Generation X and Boomers, which are, at face value, quite evident. The discrepancies amongst the different generational cohorts, more specifically in relation to the generational characteristics might affect organizational commitment and, importantly retention. In a competitive environment, leadership must take heed of this when reviewing retention strategies.

2.3.3 GENERATION Y (MILLENNIALS)

The newest generational cohort in the workplace is Generation Y. This generational cohort is associated with technology and instant gratification. They indeed appear to have taken the workplace by storm, and have most certainly upset the apple-cart. Saxena and Jain (2012), speculate that the newest generational cohort in the organization is forcing business to alter the working environment in line with the dictates of these employees and their managers.

Shih and Allen (2007, p. 89) describe Generation Y as “digital natives, Millennials, the Net Generation or Net Gen for short; the first ubiquitous cohort of learners raised on and confirmed experts in the latest, fastest, coolest, greatest, newest electronic technologies on the planet”. Shih and Allen (2007) define Generation Y as ranging from 1977-1982 to ending between 1994 and 2003. Research largely associates this generational cohort with the introduction of the PC in 1981 and ending with September 11, 2001. Weiler (2004) defines Generation Y as individuals born between 1980 and 1994, individuals who have grown up in front of electronic screens i.e. television, movies, video games et cetera. Tulgan (1996) describes Millennials as individuals recently entering the workplace, technically skilled and Information Technology aware. These individuals grew up in the age of cell phones and the Internet.

Since this cohort are gamers; they have a trial and error approach to elevating to the next level (Shih & Allen, 2007). These authors further state that Millennials are motivated on an internal and external level to perform at a high standard and attain success in any form, including social and academic success. Generation Y have a need to make new friends, learn new skills, and work towards a higher purpose.

Generation Y contributes a set of distinct value and behaviours to the organization (Saxena & Jain, 2012). This has compelled organizations to reinvent methods to attract and retain their star performers. Ross (2010) argues that their desire for immediate feedback may be linked to their familiarity with an environment supporting instant gratification.

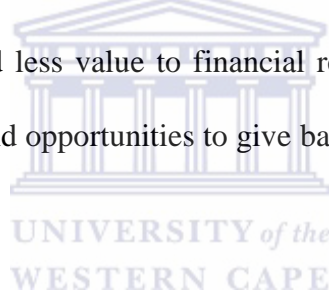
Millennials hold a preference for guidance, structure and supervision from their superiors; (Mhatre & Conger, 2011). Izzo (2002, cited in Saxena & Jain, 2012) elaborate on these characteristics, describing Generation Y as entrepreneurial and independent, digitally savvy, rejecting micro management and valuing empowerment and excitement.

Hesselbein (2010) identifies, inter alia, the following as critical keys to lead this emerging workforce, ensuring a clear vision (based on organizational values), feedback, meaningful work, teamwork and inclusion, opportunities to lead, balanced communication methods, and ways to serve society. This insight may be useful when developing the organization's employment value proposition.

According to Van der Walt and Du Plessis (2010), Boomers make work the focal point of their lives, whereas Generation X conversely require work-life balance and, as such, would value opportunities that allow them to navigate between work and family. Generation Y on the other hand, appreciate freedom in work hours, work attire and work programmes.

Generation Y view work as more than a separate entity that needs to be balanced, work is an integral part of their lives. Ross (2010) concludes that Generation Y appreciation for work-life balance resonates from their involvement in many activities and interests. Fulfilling a sense of purpose is a crucial factor for Generation Y when making job decisions.

Generation Y conceptualize work environment differently to other generational cohorts, as wireless technology renders a seat in a coffee shop just as efficient as a cubicle (Ross, 2010). Irvine, 2010, cited in Stanley, 2010) posit Generation Y are so wedded to the notion of belonging to a group, that employers who neglect this feature, find it challenging to motivate this group. Research conducted in America indicates that during the economic downturn, Millennials in particular attached less value to financial rewards; but preferred a re-mix of benefits that include flexibility and opportunities to give back to society; (Hewlett, Sherbin & Sumberg, 2009).

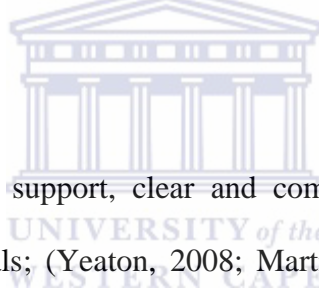


Tasler et al. (2009) contend that, Generation Y never having never lived in a world without technology and used to instantaneous gratification, may result in these young workers struggling to control their emotions in the face of tense situations. Upon further investigation, however, Tasler et al. (2009) states it appears that self-management skills increase steadily with age which indicate the deficiency in self-management skills has little to do with the effects of growing-up, but may perhaps instead correlate to the ability to practice managing emotions.

With regard to workplace behaviour, Ross (2010) observes that Generation Y appear to have decreased patience for meetings, discussions or structured gatherings, particularly if they are unable to see the relevance thereof. Ross (2010) further specifies that Generation Y are multi-taskers, and aside from having difficulty focusing on one task, they see no reason to

limit their focus to one thing at a time. Generation Y are all about collaboration, partnerships, and alliances; they perceive the world as a community where inclusion needs to be expanded (Hesselbein, 2010).

Meister and Willyerd (2010) surmise, based on research conducted on the four generational cohorts currently in the workplace, Generation Y are the most socially conscious generational cohort since the 1960s. They are also the first generational cohort which takes technology in all of its different forms for granted (Werner, 2011). According to Thompson (2011) employee engagement is a top priority for this age group. Being entrusted with leadership tasks allows them ownership which enhances their retention.



Generation Y desire managerial support, clear and comprehensive feedback and require autonomy, in order to attain goals; (Yeaton, 2008; Martin, 2005, cited in Saxena & Jain, 2012). Saxena and Jain (2012) observe that Generation Y exhibit a preference for a fun working environment, flexible hours, socialising and opportunities for praise and validation. Open plan offices and meeting areas may provide necessary stimulation for this group and contribute to motivating this generational cohort.

The following table (2.2) presents an overview of the Generational characteristics from Manion (2009).

Table 2.2: Generational Characteristics

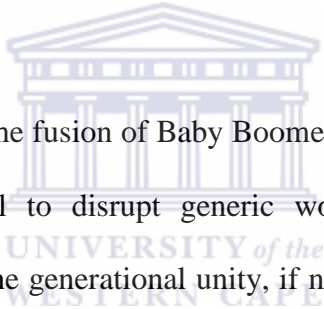
Generation	Key Events	Typical Characteristics
Baby Boomers Born 1946-1964 80 Million	John F Kennedy assassination Vietnam War Martin Luther King assassination Watergate Woodstock	Stay to make a difference Value individualism, self fulfillment and integrity Embrace a psychology of entitlement. Strengths in building consensus and effecting change.
Generation X	End of The Cold War First Gulf War AIDS worldwide Dual-career households High divorce rates	Stay to build a career Value independence and advancement Accustomed to immediate feedback Technically competent
Generation Y	Rapid technology advances Globalisation High immigration Internet and social networking 9/11/2001 Iraq/Afghanistan wars Great recession	Judge institutions on their own merit. Value work life balance. Wired or connected 24hrs a day. Comfort with global issues. Prefer working in teams. Desire to be 'heard'. Close relationship with parents

It is quite evident from the cited sources postulating on the different generational cohorts that there are discrepancies within the generational cohorts. It would thus be strategically advantageous for organizations to understand these generations and tailor their organizations

to accommodate the relevant cohort(s), thus improving their ability to attract, retain and optimize the functioning of their talent.

2.4 UNDERSTANDING GENERATIONAL COHORTS

Dwyer (2008) mentions that older, middle aged and younger workers share common work responsibilities but their values, approach to work, communication styles, language and perception of each other differ significantly. These differences increase the probability of conflict and it is therefore more important for organizations to be aware of these nuances in order to manage and recruit a more varied workforce.

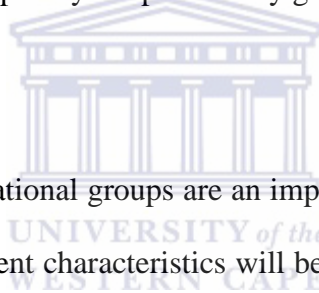


Jorgensen (2003) postulates that the fusion of Baby Boomers, Generation X and Millennials in the workplace has the potential to disrupt generic workforce planning strategies and contribute to the degradation of the generational unity, if not properly managed. Researchers conclude that it is important to understand the effect that generational differences has on the organization in order to create an environment that is harmonious, with mutual respect and ultimately joint effort that will result in organizational success (Salahuddin, 2010). Without understanding the differences in values, management strategies and transformation techniques can't be fully capitalized on to motivate employees to their full extent of their skills and abilities in order to support organizational objectives (Dwyer, 2008). Stanley (2010) in addition acknowledges understanding each of the different groups could pave the way for new ground in addressing recruitment and retention challenges.

An increased understanding of the differences in generational cohorts will ensure a more collaborative workforce and, ultimately, an increased ability to achieve individual and

organizational goals. According to Clark (1997, cited in Arsenault, 2004), innovative organizations have acknowledged the importance of diversity in the workplace and have implemented strategic initiatives to take advantage of this to remain competitive.

Arsenault (2004) elaborates on the work of Clark (1997) stating that the differences in generations is an important factor which is oftentimes overlooked or misunderstood when discussing diversity. Hofstede (1991) states that different values and practices between generations are to be expected, since typical attributes of an age-group tend to be repeated. Hofstede (1991) also stresses that historical events and technology affect generations in a unique way. People tend to be shaped by the places they grow up in and by date of birth.



Work characteristics of the generational groups are an important consideration for appointing leaders, as individuals with different characteristics will be more forthcoming and productive when managed through appropriate leadership styles (Tulgan, 1996). Horgan (2008, cited in Robyn & Du Preez, 2013) elucidate that different generational cohorts demand a different style of management which will ultimately have an impact on human resource policies and procedures. This research study explores the different generational cohorts in relation to preferred leadership style as well as job resources.

2.5 GENERATIONAL COHORTS IN SOUTH AFRICA

There is limited information available for the South African context, however the researcher reports on the literature reviewed.

According to Duh and Struwig (2009), in South Africa, majority of publications have cohorts defined in terms of years, excluding defining moments or events, as is evident from the above mentioned literature. However Nuttall, (2004, cited in Duh & Struwig, 2009), defines Generation X as the generational cohort which fought in the apartheid struggle and has challenges finding their place in society. The authors define Generation Y as the first generation which had the opportunity to attend racially mixed schools after apartheid.

Duh and Struwig (2009) state that Generation Y being the first to grow up in a post-apartheid era are presented with more opportunity for education, employment and wealth creation regardless of the continued political and social ramifications of apartheid.

2.6 LEADERSHIP



In an on-going battle for talent and a keen desire to remain competitive, companies are searching for newer and better ways to distinguish their service offerings from their competitors in the market place. Bell (2010) does not contest the credibility of generation theory but states that there is an underlying issue and that this is linked to poor leadership. Tolbize (2008) contend that Boomers and Generation X prefer leaders with credibility whilst Generation Y prefer leaders who are better listeners.

2.6.1 LEADERSHIP DEFINED

Although leadership is not a new concept and its function is well documented, a universal definition of the concept is absent (Rost, 1994, cited in Farag et al., 2009). According to Hersey and Blanchard (1986, cited in Rodrigues & Ferreira, 2015), leadership can be defined as the ability to motivate and influence the activities of groups of subordinates, in an ethical,

respectful and loyal manner, so that they can contribute to the achievement of objectives the team and organization hold in common. Leadership is unpacked as a ‘process of influencing personnel toward achieving a common goal’ whereas Leadership style is defined as the approach combined with the behaviours, by which a leader/manager directs his/her followers’ toward achieving a set goal (Huber et al., 2000, cited in Farag et al., 2009, p.253). Penney (2011) further describes leadership as dynamic, with new models emerging, which will result in a shift in future leadership styles.

Coaching is deemed the most highly rated leadership activity, especially insofar as it is recognised as the key leadership success quality for talent development (Betof, 2010). Shankman and Scott (2008) emphasize that leadership cannot be a standalone process; multiple people have to be engaged to support the main objectives of the organization. This view is amplified by the emergence of the concept of adaptive leadership, reinforced by Randall and Coakley (2006).

McGuire and Rhodes (2009) propose a different concept of leadership, presenting it as a process in which everyone participates, as opposed to leadership from the top. Heifetz and Heifetz and Linsky (2002) support the idea of adaptive leadership, arguing that it is more of a process, than based on individual’s personal capability. Emerging leaders bring a fresh approach to leadership and signify a movement away from the leader as being a source of power and influence, but rather utilize collaboration to address the generation gap and capitalize on the strengths of the different generations (Penney, 2011).

Andert (2011) postulates alternating leadership as challenging the traditional understanding of hierarchical leadership and replacing it with a fluid, interactive and synergistic understanding of leadership present throughout the workforce. This adaptive leadership model seeks active participation from all who are in a workplace. It overcomes historical constraints which people may have been trapped in through past practices, thus allowing change to progress unimpeded. “When the level of leadership culture aligns with your organizational strategy your performance will be stellar”(McGuire, et al., 2012, p. 90).

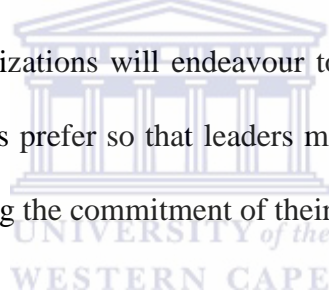
2.6.2 GENERATIONAL COHORT AND LEADERSHIP

Given that different generational cohorts exist in the workplace, each having different work values and expectations, an alternative leadership style may be required. As we move to a more youthful generational workforce, the hierarchical focus which dominates, may lead to organizational strife (Andert, 2011). From the cited resources, it is evident that generational differences lead to conflicting paradigms, which may give rise to challenges, should they not be appropriately managed.

Dwyer (2007, cited in Andert, 2011) mention that traditional top-down roles restrict the empowerment and creativity sought by Generation X and Generation Y. In light of this, one can deduce that a hybrid of leadership styles may be more conducive to managing multiple generational cohorts. A one size fits all strategy appears to be disjointed in a diverse working environment. It is implied that younger generations require a more involved leadership approach and not a traditionally top down approach. It is reported that leadership which continues to focus on leaders who are central and who perceive it as an obligation toward

serving others will be incongruent with the Boomers, Generation X and Generation Y (Andert, 2011).

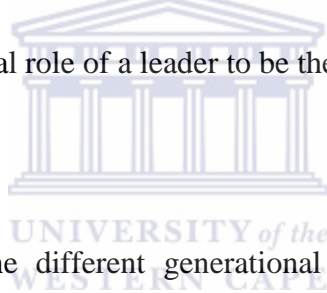
Sheahan (2005, cited in Stanley, 2010) asserts that leading different generational cohorts presents its own challenges, all of which also need to be considered. Stanley (2010) acknowledges that understanding each of the different groups could pave the way for new ground in addressing recruitment and retention challenges. Arsenault (2004) states that leaders of organizations need to understand that generations develop a unique persona which translates into a mindset that has different emotions, attitudes, beliefs and preferences. This mindset creates nuances in how individuals from different organizations lead or how they prefer to be led. Proactive organizations will endeavour to understand the leadership styles that different generational cohorts prefer so that leaders may adjust their styles and improve performance, ultimately increasing the commitment of their followers.



Stanley (2010) postulates that each employee should be held to equal employment expectations, organizational goals, policies and procedures as this will ensure that employees, regardless of generational group, feel valued. Ross (2010) further advises that with each progressive generation, the gap increases. To decrease this gap, existing leaders ought to increase their knowledge of the youngest group entering the workforce. Hesselbein (2010) contends that the up and coming working force can teach leaders to build relationships, balance work-life, give back to society, and celebrate technology. Ross (2010) posits that Generation Y function efficiently in a team environment as they have seen the rewards of team work.

In a study conducted in the nursing profession on generational differences in leadership style, Weston (2001, cited in Farag et al., 2009) mentions that it is critical for nurse managers to manage nurses effectively and be cognisant of varying perceptions of leadership style among nurses from different age cohorts. Horgan (2008, cited in Robyn & Du Preez, 2013) elucidates that different generational cohorts demand a different style of management which will ultimately have an impact on Human Resource policies and procedures.

Tolbize (2008) mentions that Boomers value freedom from supervision more than Generation X. Younger workers prefer regular feedback whereby older workers may perceive this as insulting. Penny (2011) purports that Generation X wish for future leadership to be inclusive and less top-down and for a pivotal role of a leader to be the development his/her people.

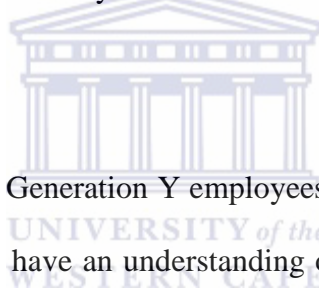


This research study explores the different generational cohorts in relation to preferred leadership style as well as job resources. Tolbize (2008) furthermore states that Generation X on the contrary wants to be appreciated and rewarded upon achievement of their work goals. When this generation encounters challenges they have a preference to communicate directly with managers for a quick solution. Generation X although not afraid to job hop to grow their career and potentially earn more, would be more inclined to stay at organizations that offer flexible working practices, opportunities for career advancement and interesting jobs.

Lieber (2010, cited in Robyn & Du Preez, 2013) reports that Generation Y have a unique, flexible work style, which managers may find challenging. As Generation Y increasingly infiltrate the workplace, organizations will acknowledge the need for change and managers

need to adopt leadership appropriate behaviour if they are to attract and retain this generational cohort (Martin & Tulgan, 2001; Zemke, Raines, & Filipczak, 2000, in Pipitvej, 2014). Understanding Generation Y is especially pivotal from a succession perspective, as this generational cohort is the youngest generation in the workplace.

Individuals from Generation Y dislike inflexible work policies and rigidity in policies and procedures (Jorgensen, 2003). Jorgensen (2003) also mentions that jobs that are both interesting and challenging combined with sophisticated technology would aid in the retention of this generational cohort. Furthermore Generation Y employees also expect organizations to value social responsibility and contribute to saving the environment.



Gursoy et al. (2008) mention that Generation Y employees are informal, expecting managers know them on a first name basis, have an understanding of their needs and expectations, as well as caring about their well-being. According to Tolbize (2008) younger workers dislike micro-management, but desire strong leadership with clear instructions. The researcher aims to investigate whether the above mentioned literature concurs with the findings of this study.

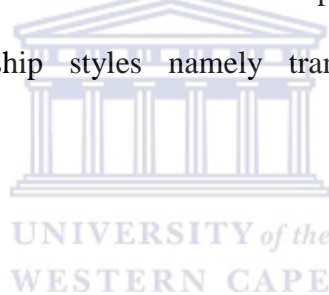
2.7 THEORETICAL MODELS OF LEADERSHIP STYLES

An exploration of the different Leadership Theories follows. For the purpose of this study, Transformational, Transactional and Passive Avoidant (Laissez-faire) Leadership style will be considered.

According to Judge and Picollo (2004), the concept of Transformational and Transactional leadership in relation to political leadership was first introduced by Burns (1978). Conger and Kanungo (1998, cited in Judge & Picollo, 2004) advocate the difference between Transformational and Transactional leadership lies regarding what leaders and followers offer each other.

2.7.1 TRANSFORMATIONAL LEADERSHIP

Leadership is a major factor contributing to the wellbeing of organizations and nations (Odumero & Ifeayani, 2013). These scholars argue that two of the most prominent leadership theories are Transactional and Transformational Leadership. Bass (1985, cited in Farag, et al., 2009) advocates three leadership styles namely transformational, transactional and passive/avoidant leadership.



Transformational leaders are those leaders who are able to enhance organizational performance in global markets via the empowerment of human resources and ultimately enabling change (Senge, 1999, cited in Ghasabeth, 2015). Ghasabeth (2015) further advocates that transformational leadership sheds light on the critical of employees attitudes and values in implementing change at the organizational level and features effective organizational change as a product of developing relationships with subordinates.

Robbins and Coulter (2007, cited in Odumero & Ifeayani, 2013) define a transformational leader as an individual who stimulates and inspires followers to attain extraordinary results. According to Kuhnert and Lewis (1987, cited in Krishnan, 2003) transformational leaders

possess a moral obligation toward the organization, which is adopted by followers. Jung, Chow and Wu (2013) propose that transformational leaders, through articulating an important vision and mission for the organization, enhance the followers understanding of the importance of values associated with the organization, raise their performance expectations and increase their willingness to trade their self- interest for the interest of the organization.

Munaf (2011) state regarding transformational leaders, that their followers have increased confidence because their ideas are encouraged. These leaders convince their followers to make every effort to utilise their highest levels of talent.

Warrilow (2012, cited in Odumero & Ifeayani, 2013), further propose transformational leadership is premised on leadership which evokes positive change in followers by taking care of each other's interests, and ultimately the collective group. Ghasabeth (2015) states that this type of leadership facilitates organizational innovation and learning and generates a shared and inspiring vision for the future.

Bass and Avolio (1997) propose four attributes of Transformational leadership:

- *Idealized influence*: the extent to which leaders act in an admirable manner, displays conviction and takes a stand which causes followers to identify with the leader.
- *Inspirational motivation*: the extent to which the leader articulates a vision that appeals to and inspires followers.
- *Intellectual stimulation*: the extent to which the leader challenges assumptions, stimulates and encourages creativity in the followers.

- *Personal and individual attention*: the extent to which the leader attends to each follower's needs and displays a mentoring role.

Transformational leadership enhances motivation (Cassidy & Kroll, 1994), morale and performance through numerous methods (Odumero & Ifeayani, 2013). These methods include connecting the follower's sense of identity to the project and organization; acting as a role model for followers; challenging followers to assume increased ownership for their work and understanding the strengths and development needs of followers to allow leaders to facilitate improved performance. Ghasabeth (2015) also states that transformational leadership instills major changes at the organizational level via changing attitudes and assumptions at the individual level and creating collective.



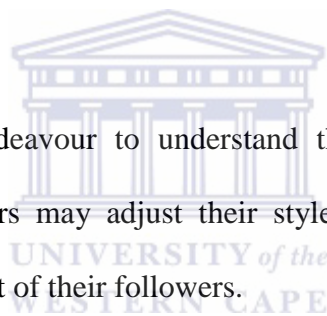
Andert (2011) postulates that as we move to a more youthful generational workforce, a dominant focus may lead to organizational strife. From the above mentioned literature, it is evident that conflicting paradigms exist, which may give rise to challenges should they not be appropriately managed.

Penny (2011) purports Generation X require that futuristic leadership must in future be inclusive and less top-down, and that the pivotal role of a leader is to develop their people. Sheahan (2005, cited in Stanley, 2010) states that leadership of each of the different generational cohorts present unique challenges, each of which also needs to be considered. Kowalski et al. (2006, cited in Stanley, 2010) discovered a connection between leadership approach and retention of nurses and their job satisfaction across all generational cohorts,

thus suggesting that the implementation of an appropriate leadership approach may ensure effectiveness when dealing with generational issues.

Ross (2010) suggests that current leaders do assess their leadership style and understand different generational cohorts and attitudes toward different members of the workforce. Stanley (2010) proposes congruent leadership in managing the different generational cohorts, as this will result in the leader being followed because the leader's actions are matched to their values and beliefs. Stanley (2010) further adds that followers with the same or similar values support leaders because their own values align.

Proactive organizations will endeavour to understand the leadership styles which each generation prefers so that leaders may adjust their styles and improve performance and ultimately increasing commitment of their followers.



2.7.2 TRANSACTIONAL LEADERSHIP

Transactional leadership centres around the role of supervision, organization and group performance; (Odumero & Ifeayani, 2013). This style of leadership involves the leader promoting compliance through rewards and punishment.

According to Shokane, Stanz and Slabbert (2004), Transactional Leadership can be defined as day to day exchanges between employees and employers. Rodrigues and Ferreira (2015) in addition state that the core characteristic in transactional leadership is the relation of

exchange established between the leader and subordinate. Transactional leadership implies that followers agreed with, accepted and complied with the leader, in exchange for rewards and, resources, as well as to circumvent punishment (Bass, Avolio, Jung & Berson, 2003). The leader monitors the performance of followers in order to find anomalies. Munaf (2011) further states that Transactional leadership involves conditional reinforcement where supporters are motivated by either praise or reward. They are corrected through punishment via disciplinary action or negative feedback.

Transactional leadership is deemed to be successful in getting specific tasks completed according to (Odumero & Ifeayani, 2013). Transactional leadership is effective in crisis situations and when projects need to be executed in a specific way. These scholars further mention Transactional leadership as being more concerned with processes than with forward thinking ideas. According to Odumero and Ifeayani (2013) Transactional leadership is predominantly applied to lower level needs and typically more managerial, it can serve as a pre cursor for Transformational leadership, which is more suited to higher order needs. Judge and Picollo (2004) state that transformational leaders offer a purpose relating to higher order needs. In contrast, transactional leaders focus on the exchange of resources.

Bass and Avolio (1997) propose a three dimensional perspective on Transactional leadership namely Constructive Transactional leadership; active management by exception; and passive management by exception. These leaders focus on contingent reward and contingent punishment.

- *Constructive Transactional leadership*: This implies that the manager engages in constructive transactions in lieu of rewards, for achievement of organizational goals.
- *Active management by exception*: The manager implements performance measures and actively monitors performance for corrective action.
- *Passive management by exception*: The manager rarely implements measures for performance and passively monitors performance for corrective action.

2.7.3 PASSIVE/AVOIDANT LEADERSHIP

This style of leadership is characterized by the absence of both the transactional and transformational leadership (Shokane et al., 2004). It involves a delay in decision-making and avoidance of motivating others, Avoidant leadership is defined as occurring where leaders do not act responsively, efficaciously or decisively to effect positive change, Jackson, Hutchinson; (Peters, Luck & Saltman, 2013). Judge and Picollo (2004) propose Laissez-faire leadership as the absence of leadership or the avoidance of leadership. Leaders who practice this style of leadership hesitate in taking action, avoid decision making and are absent when their input is required.

Munaf (2011) postulate that Passive/avoidant behaviour includes Management by exception and laissez-faire styles. This type of leadership is thus more passive and reactive, and displays a lack of analytical approach to challenges. Munaf (2011) further elucidate that passive leadership evades both the clarification of goals to followers, as well as the identification of solutions. This type of leadership is perceived as having negative impacts on its followers.

Jackson et al., (2013) draw attention to the lack of a conclusive definition regarding Passive/avoidant leadership. These scholars posit that there is reference to avoidance, but the nature and characteristics of avoidance, as well as how these can be enacted in a clinical environment, is not clearly defined.

Jackson et al., (2013) stipulate that Avoidant leadership as occurring where leaders fail to act responsively, efficaciously or decisively to effect positive change. According to Zacher and Bal (2012), Passive-avoidant leadership is defined by the leader avoiding leadership duties and being passive, inactive and absent when needed. Passive management avoids identifying resolutions or even goals to be achieved by the follower, (Munaf, 2011). Judge and Picollo et al. (2004) state that meta analytic studies prove that this style of leadership is ineffective. Bass and Avoilio (1994, cited in Jackson et al., 2013) state that Avoidant leadership is deemed to be enacted through ignorance or lack of skill. Jackson et al. (2013) postulate that according to their findings, avoidant leadership may, on the surface be perceived to be harmless, but that it can mask repeatedly harmful behaviour and avoid matters of concern.

Zacher and Bal (2012) further mention that their study into Higher Education, passive-avoidant leadership appears to be prevalent in the university sphere. Zacher and Bal (2012) advocate older leaders appear to be more passive-avoidant rather than proactive leaders.

2.8 JOB RESOURCES

This study explores whether there are indeed differences in the types of Job resources that different generations prefer. Job Resources are assets/strengths individuals can utilize in order to alleviate the stress created by the job.

2.8.1 DEFINING JOB RESOURCES

According to Demerouti, Nachreiner and Schaufeli (2001), job resources are defined as the physical, social, physiological or organizational aspects of the job that may assist with achieving work goals; diminish the physiological and psychological costs of job demands and stimulate personal growth and development. Job resources include, amongst others, feedback, job control and social support.

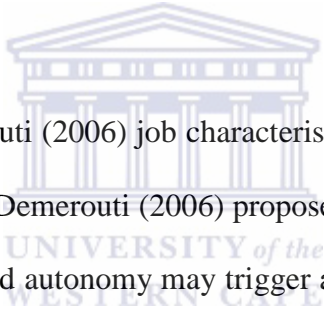


Rothmann and Jordaan (2006), further state that resources may exist at the level of the organization (e.g. salary, career opportunities and job security); interpersonal and social relations (e.g. supervisor and co-worker support, team climate), the organization of work (e.g. role clarity, participation in decision-making) and the level of the task (e.g. performance feedback, skill variety, task significance, task identity, autonomy). Demerouti et al., (2001), advocate that every working condition can be categorised in two broad facets namely job demands and resources.

Mostert and Strydom (2006, cited in Asiwe, Hill & Jorgensen, 2015) mention the importance of investigating the employee's experience of the demands and resources in their work. Demerouti and Bakker (2011), posit that resources are not only required to buffer job demands, but independently serve as a means to protect other resources. According to

Demerouti and Bakker (2011), job resources are most pertinent under demanding conditions and achieve their motivational potential when employees are confronted with high demands.

Job resources play an extrinsic motivational role. This is because job resources spur on the drive to expend compensatory effort, ultimately diminishing job demands and enhancing goal attainment (Schaufeli & Taris, 2014). Organizations do not exist in isolation. Individuals employed within organizations are confronted with a variety of stressors both within and outside of the organization. It would be preemptive of leadership to ensure working environments with enhanced job resources so as to mitigate burnout and fatigue.



According to Bakker and Demerouti (2006) job characteristics can have a profound effect on employee wellbeing. Bakker and Demerouti (2006) propose that job resources such as social support, performance feedback and autonomy may trigger a motivational process resulting in job-related learning, work engagement and organizational commitment. Rothman and Jordaan (2006) postulate that three types of job resources qualify as moderate to strong predictors of work engagement. These resources include *inter alia* growth opportunities in the job (variety, learning opportunities and autonomy), organizational support (i.e. supportive supervisory relationships, communication, information, role clarity and participation) and advancement opportunities (i.e. remuneration, training and advancement opportunities). Rothman and Jordaan (2006) with reference to the study they conducted, further elucidate that the effects of job resources were strongest for growth opportunities, organizational support and advancement.

2.9 THEORETICAL MODELS APPLICABLE TO JOB RESOURCES

Two Theoretical models of Job Resources, namely the Conservation of Resources Theory and the Job Demands –Resources Model will be discussed in the following sections.

2.9.1 DEFINING JOB DEMANDS

Job demands refer to the physical, psychological, social or organizational aspects of the job which require physical or psychological input and which ultimately correlated with certain physical or psychological costs. Job resources conversely, include physical, psychological, social or organizational elements which reduce job demands, increase personal growth and are supportive in attaining work goals.

2.9.2 THE CONSERVATION OF RESOURCES THEORY

Rothmann and Jordaan (2006) promote The Conservation of Resources Theory as an applicable theory, affording understanding the effects of Job Resources on employees. The premise of this theory states is that people obtain, retain and protect those things they value. Hobfoll (1989, cited in Lee & Ashforth, 1996) mention social support, job enhancement opportunities, autonomy, participation in decision making and being psychologically well as examples of job resources.

Hobfoll (2001, cited in Demerouti & Bakker, 2011) propose that Conservation Theory is premised upon the prime human motivation being the accumulation and maintenance of resources. Accordingly, resources are valued, since they serve as a basis to protect or acquire other resources.

Hobfoll and Shirom (2000, cited in Bakker & Demerouti, 2006), acknowledge that stress experienced by individuals can be understood with reference to potential or actual loss of resources and, more specifically, the following:

- Individuals must gather resources to prevent the loss of resources;
- Individuals with an increased pool of resources are less susceptible to resource loss;
- Individuals who do not have access to strong resource pools have an increased chance of experiencing loss;
- Strong resource pools increase the probability of individuals seeking opportunities to risk resources for greater resource attainment.

2.9.3 THE JOB DEMANDS-RESOURCES MODEL

According to Asiwe et al. (2015) South African studies have provided evidence to support the Job Demands Resources Model.

The Job Demands-Resources Model according to Asiwe et al. (2015) illustrates that job demands and resources are two important procedures in the workplace. The processes relevant from an organizational psychology perspective include poorly designed jobs, which could exhaust mental and physical resources, thus resulting in illness in the workplace. Job resources could potentially reduce the experience of job demands and enrich goal attainment.

If organizations wish to capitalise on their employees as a resource, they should create the platforms for individuals to draw on job resources which would ameliorate job demands,

thereby positively affecting the achievement of individual and ultimately, organizational goals.

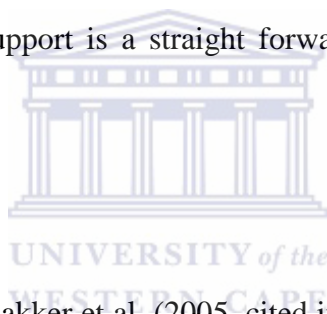
Demerouti and Bakker (2011) define The Job Demands Resources Model as a theoretical framework which attempts to integrate stress research and motivation theory. The theory defines job demands as being the initiators of health impairment, and job resources as being the initiators of motivational processes. The theory further elucidates how demands and resources interact and influence organizational objectives.

Demerouti and Bakker (2011) state that the premise of this model to be that each occupation carries its own risk factors, along with job related stress. The factors are divided into two general categories, job demands and job resources, advocating a generic model which may be implemented in a variety of settings. Job demands refer to the physical, psychological, social or organizational aspects of the job, which require physical or psychological input and which ultimately correlated with certain physical or psychological costs. Meijman and Mulder (1998, cited in Bakker & Demerouti, 2006) mention that although job demands are not necessarily negative they may develop into job stressors if meeting these demands require great effort from which the individual may not have recovered.

On the one end of the continuum of this model is health impairment. This implies that demanding jobs or jobs with chronic job demands exhaust individuals' mental and physical resources and may ultimately deplete energy .On the other end, is a motivational process where presumably, job resources have the potential to motivate, which will ultimately lead to enhanced work engagement and excellent performance (Bakker & Demerouti, 2006).

Schaufeli and Taris (2014) posit that constructive feedback encourages learning thereby increasing competence and decision latitude; with social support fulfilling the need for autonomy as well as the desire to belong, respectively. Bakker and Demerouti (2006) also propose that supportive colleagues and proper feedback from superiors enhances the prospect of successfully attaining individuals work goals.

According to Bakker and Demerouti (2006), job autonomy may be critical to employee health and wellbeing, as increased autonomy is related to greater capacity to cope with stressful situations. Furthermore Social support is a straight forward resource as it is functional in achieving work goals.



In a further study conducted by Bakker et al. (2005, cited in Bakker & Demerouti, 2006), the authors mention that it is probable that autonomy assisted in dealing with job demands, as employees could decide when and how to react to such demands. Social support and relationships with leadership on the other hand, may have reduced the effect of job demands on burnout due to employees receiving emotional support.

Bakker and Demerouti (2006) advocate feedback as being important since it not only increases employees' ability to do their work effectively, but also unlocks the channels of communication between manager and subordinate. If specific and accurate feedback is provided in a constructive manner, both employees and subordinates can improve or alter their performance.

Demerouti and Bakker (2011) postulate that, inherent in the definition of job resources is the assumption that resources cushion the impact of job demands on job strain. The model according to Demerouti et al. (2011) advocates that job resources particularly influence motivation of work engagement under conditions of increased job demands. According to Xanthopoulou, Bakker, Demerouti and Schaufeli (2007) because of the job resources' motivational potential, they encourage employees to meet their goals. This may lead to increased commitment to their jobs, as they receive fulfilment from it.

Xanthopoulou et al. (2007) point out similarities between Conservation of Resources Theory and the JDR Model. Both theories advocate for a balancing role of resources in the relationship between threats and demands and negative consequences. Furthermore, in considering the second premise of COR Theory in the motivational process of the JD-R model, the availability of job resources would ultimately result in accumulation of resources and favourable outcomes.

Xanthopoulou et al. (2007) advocate that individuals with adequate job resources will feel efficacious; important to the organization; optimistic regarding the future and ultimately, stay engaged to their work. Xanthopoulou et al. (2007) further state that the JDR Model suggests that job resources buffer the relationship between job demands and exhaustion. During demanding working conditions, employees who have high levels of resources are more capable of dealing with job demands.

Xanthopoulou et al. (2007) mention three personal resources namely self-efficacy, organizational based self-esteem and optimism. Xanthopoulou et al. (2007) further state that job resources activate the aforementioned personal resources and makes individuals feel more in control of their working environment. Demerouti and Bakker (2011), propose that individuals may be at increased risk for burnout when faced with high demands and low job resources and if their personal resources are minimal, in contrary, employees will display enhanced engagement and flourish when their resources are high.

Employees in a resourceful environment feel more able to perform their tasks without excessive effort and will probably not become overly fatigued (Xanthopoulou et al., 2007). Subsequently, job resources should lead to increased goal attainment.



2.10 MEASURING JOB RESOURCES

Jackson and Rothmann (2005) developed the Job Demands and Resources Scale. The Scale includes seven reliable factors namely Organizational Support; Insecurity; reward; Overload; Growth opportunities; Control and Relationship with colleagues. For the purpose of this study we will focus on the resource component of the scale:

- *Organizational support* encompasses the employee's relationship with their supervisor, receipt of information regarding their work, communication and participation in decisions about the nature of their work.
- *Reward* refers to whether the employee can live comfortably on their pay, whether the employee thinks he is paid enough for the work and whether the job offers opportunities for the employee to progress financially.

- *Growth opportunities* are having access to opportunities for personal growth and development including learning on the job.
- *Control* implies having opportunities for independent thought and action, taking part in planning activities, freedom in carrying out work and making a significant contribution to the organization.
- *Relationship with colleagues* refers to availability of colleagues to help, contactability of colleagues, whether the employee can count on colleagues and whether the employee gets on well with colleagues.

De Witte (1999, cited in Asiwe et al., 2015) discovered a discrepancy in perception of job security between younger (ages 30 and 50 years) employees and their older counterparts who are more likely to experience strain under threat of Job security. De Witte (1999, cited in Asiwe et al., 2015) posits that the reason for this being reduced financial obligations of younger employees combined with an increased probability of securing alternative employment.

According to Marinaccio et al. (2013) variances have been found regarding job resources and rank or position. More specifically, individuals in more senior positions score lower on resources such as job control, positive work relationship and supervisory support, but score higher on growth opportunities and role clarity.

2.11 RESEARCH HYPOTHESES

2.11.1 Hypothesis 1:

There is a significant difference between the respective generational cohorts and their preference for a specific leadership style.

2.11.2 Hypothesis 2:

There is a significant difference between the respective generational cohorts and their preference for a specific job resources.

2.12 CONCLUSION

In synthesizing the research and resources considered, it is apparent that there exist distinctions and disparities between the different generational cohorts. One must however, against categorizing individuals, since each individual is unique.

To the extent that discrepancies are found between generational cohorts regarding the way they need to be led, it would be preemptive of organizations to bear these in mind when developing leadership programmes and Human Resources policies. Incorporating the needs of the different generational cohorts into an organization's Employee Value proposition may yield a competitive edge in relation to employee attraction and retention.

It is quite apparent from the literature that Job resources serve as a driver in the motivation of individuals and in boosting employee morale. This study investigates whether the preference for Job resources differ among the different generational cohorts. This may serve as a basis for Management Intervention Programmes and subsequent Reward programmes if indeed

there are significant differences in the job resources which different generational cohorts prefer.

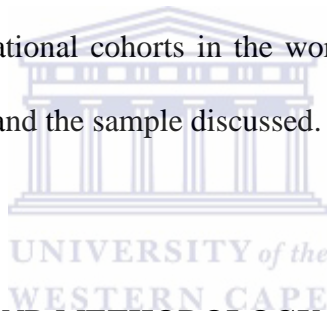


CHAPTER THREE: RESEARCH DESIGN AND METHODS

3.1. INTRODUCTION

The literature review in the preceding chapter served to identify and highlight the variables to be explored in this study. Specifically, the researcher explored Leadership styles as well as Job resources as it relates to the different generational cohorts.

This chapter investigates the research process in greater depth. The researcher identifies the processes followed, in order to establish the differences between leadership style and Job resources for the different generational cohorts in the workplace. The Research design and Methodology is further explored and the sample discussed.



3.2 RESEARCH DESIGN AND METHODOLOGY

Terre Blanche et al. (2006) postulates quantitative researchers collect data in the form of numbers and use statistical types of analysis. Quantitative research is based on positivism and the premise is empirical research, as all findings can be converted into empirical indicators which represent actual truths (Sale et al., 2002). The aim of the quantitative approach is to test pre-determined hypotheses and produce generalizable results (Marshall, 1996).

3.2.1 METHODS OF DATA COLLECTION

Quantitative research is a type of conclusive research which involves large representative samples and structured data collection procedure (Struwig & Stead, 2004). The primary

objective of quantitative research is to test hypotheses. A hypothesis is described as a statement regarding the relationship between two or more variables and which can be tested.

Questionnaires serve as a primary source for collecting data. Muchinsky, Kriek and Schreuder (2009) mentions that surveys are dependent on the individual's self-report as the source for obtaining information. Muchinsky et al. (2002), define surveys as a set of questions that require an individual to elicit a response based on their opinion. The survey used, would rely on the purpose of the research. Struwig and Stead (2004) purport that it is logical to utilize quantitative research techniques in conclusive research projects and where the data obtained from the sample is generalizable to the actual population.

3.2.2 RESEARCH INSTRUMENTS

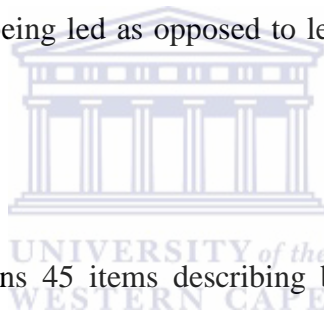
A quantitative research approach will be used mainly due to the fact that this is less expensive. It is also less time consuming, since there is an existing questionnaire, in respect of which the reliability and validity have already been determined. Furthermore, the responses are restricted, thus allowing exploration of predetermined variables.

According to Sekaran (2011) data collection methods are an integral part of research design. Sekaran (2003, p. 236) defines a questionnaire as “a preformulated written set of questions to which respondents record their answers; usually within rather closely defined alternatives”.

A questionnaire was developed in order to obtain the demographic characteristics of the respondents with a closer look at the specific Generation they belong to. The generations of

respondents were determined by their respective birth dates. Section A of the questionnaire consists of questions regarding the demographic profile of the sample population.

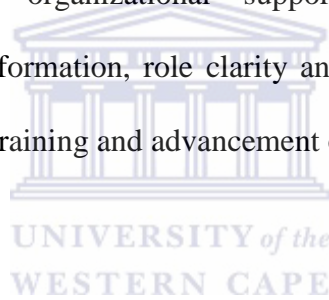
The Multi-Factor Leadership questionnaire developed by Bass and Avolio (1995) was administered to corporate office employees at a Cleaning services company in South Africa. Responses to the Multi-Factor Leadership questionnaire (MFLQ) were scrutinized to ascertain whether there is a difference in the preference for leadership styles across the different generational cohorts. The questionnaire was easily administered and the completion of questionnaires easily tracked. The said questionnaire was adapted because the original questionnaire conventionally assesses an individual's leadership style, whereas the researcher needed to assess preference for being led as opposed to leadership style for the purposes of this study.



The MFLQ questionnaire contains 45 items describing behaviour, on a five point Likert scale. According to Avolio and Bass (2007, cited in Eid, Johnsen, Bartone & Nissestad, 2007) five sub-scales measure Transformational leadership behaviour. These include; idealized attributes, idealized behaviours, inspirational motivation, intellectual stimulation and individual consideration. Three sub scales further assess transactional leadership behaviour which includes contingent rewards; management by exception (active) and management by exception (passive). In addition the MLQ measures non-transactional leadership as well as three outcomes of leadership, including extra effort, effectiveness and satisfaction. Avolio and Bass (2007, cited in Eid et al., 2007) conclude that the reliabilities for each subscale range between $\alpha = 0.74$ to 0.94 .

The Job Demands Resources Scale (JDRS) by Rothmann and Jordaan (2006) was utilized to measure the job resources. The questions have a four point frequency rating scale ranging from 1 (never) to 4 (always). This questionnaire was also adapted somewhat, since the original questionnaire assesses both Job demands and Job resources, whereas this study focuses on the Job resources. As such, the researcher omitted the Job demands section of the questionnaire. Furthermore, the questions were adapted to test the respondents' preferences for job resources than their actual experience thereof.

These resources include *inter alia* growth opportunities in the job (i.e. variety, learning opportunities and autonomy), organizational support (i.e. supportive supervisory relationships, communication, information, role clarity and participation) and advancement opportunities (i.e. remuneration, training and advancement opportunities).



Jackson and Rothman (2005, cited in Asiwe et al., 2015) found that the dimensions of the JDRS consisted of seven reliable factors, namely organizational support ($\alpha = 0.88$) which refers to supervisory support, flow of information, communication, role clarity and participation in decision making; growth opportunity ($\alpha = 0.80$) which refer to having sufficient variety, opportunities to learn and independence in the job; relationship with colleagues ($\alpha = 0.76$), job control ($\alpha = 0.71$) which refer to the extent that the individual can exercise decision making skills and control situations at work and rewards ($\alpha = 0.78$), which refer to incentives and rewards for work of a good quality, loyalty et cetera.

3.3 SAMPLING

3.3.1 CONVENIENCE SAMPLING

Non-probability sampling is a subjective approach and therefore the probability of selecting population elements is unknown. A convenience sample is chosen purely on the premise of availability (Struwig & Stead, 2004). Respondents are selected because they are accessible.

A non-probability sample based on convenience sampling was undertaken, thus two hundred and fifty (250) questionnaires were administered. This approach is regarded as less scientific but more economical in terms of costs and time constraints as well as viewed as more convenient (Babbie & Mouton, 2001). This is prevented by virtue of the sample size in order to reduce bias.



3.3.2 RESEARCH PROCEDURE

A Cleaning services organization in South Africa was approached and permission to participate in the study was formally obtained from Management. Once the researcher received written permission from the Commercial Director of the specific organization, the research procedure commenced.

The organization consists of Divisional offices, in various provinces, staffed by a combination of Support staff and Management; and Operational staff which are mainly based at Client sites. Due to the consideration of accessibility of individuals, this study was primarily administered to individuals based at the Divisional offices.

Questionnaires were administered in the Western Cape, Eastern Cape, Kwazulu Natal and Gauteng, to ensure coverage of various geographical locations. Each employee was provided with a questionnaire, but participation in the study was completely voluntary and participation was solely at individual discretion.

The research procedure comprised of three specific phases viz. an adaptation of the Multifactor Leadership Questionnaire, an adaptation of the Job Demands Resources scale and ultimately data collection.

The researcher's modification of Jackson and Rothmann's (2005) scale included omitting the Job Demands section of this scale, since this serves no purpose in the specific study. Adaptation of the Multifactor Leadership Questionnaire entailed rephrasing the questionnaire in a manner that tests preferred leadership style, since the original purpose of the questionnaire was to assess an individual's leadership style, rather than the manner in which respondents prefer to be led.

Further to the adaptation of the questionnaire, a separate letter was attached to provide further briefing on the survey. The letter explained the objective of the survey, which is primarily to investigate the relationship between Generation Theory, Leadership style and job resources.

3.4 DATA ANALYSIS AND STATISTICAL TECHNIQUES

The statistical programme for the Social Sciences (SPSS) Version 23 software was used to test the hypotheses. Statistical analyses involved both descriptive and inferential statistics.

3.4.1 ANALYSIS OF VARIANCE

The study of variance is an analysis of the statistical significance and depicts the variation in the mean scores of groups in variables (Babbie & Mouton, 2001). Analysis of the variance will be used to determine the significant differences between the generational cohorts and their preferences relating to Leadership styles and Job resources.

3.5 ETHICAL STATEMENT

In accordance with the discipline of Psychology, the Ethical Code of conduct (HPCSA) was strictly adhered to taking cognisance of the following principles:

- Quality and integrity of the research

All efforts were made to ensure that all ethical standards were strictly adhered to during the respective phases of the research (that is, the data collection, data analysis, reporting as well as the dissemination of the findings) .

- Informed consent

Informed consent was obtained from each participant. Respondents were required to complete and sign a consent form prior to completing the questionnaires.

- Confidentiality and anonymity

Respondents were assured that they would remain anonymous, as no identifying information was requested and all information provided was treated confidentially.

Documentation containing identifying information was separated from the actual questionnaire.

- Voluntary participation

Participants were informed that their participation is voluntary and they can withdraw at any point without any repercussions.

- Avoid harm to participants

Respondents were not harmed in any way, either physically or emotionally.

- Integrity of Data

Every effort was made to ensure that the original data was not tampered with and remain unchanged.



Upon completion of the research, a copy of the mini-thesis will be made available to the organization. The respondents were assured that all reasonable efforts has been made to ensure that ethical standards have been strictly adhered to during every phase of the research viz. data collection; data analysis reporting and dissemination.

3.6 CONCLUSION

The aforementioned chapter provided the foundation for the research conducted. Objectives of the study were mapped out along with the hypotheses to be tested. The researcher unpacked the research methods, as well as the research instruments to be utilised. Data analysis techniques were further analysed.

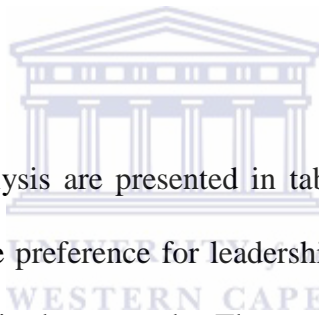
This quantitative study aims to provide insight into the type of leadership style preferred by the different generational cohorts. Extrapolations can be made regarding the different generational cohorts and the job resources they prefer. The sample being utilized presents a dip-stick into the broader company. The opportunity to compare the different generational cohorts, as well as the manner in which they prefer to be led, will provide insight valuable to leadership and management development programmes.



CHAPTER 4: RESULTS

4.1 INTRODUCTION

The purpose of this chapter is to present the findings which were obtained after applying the statistical techniques (outlined in the previous chapter) to the primary data that was gathered. The analysis of the constructs relevant to the study, that is, leadership and job resources, will be represented. Conclusions for the hypotheses testing are consequently obtained on the basis of these results.



The results of the statistical analysis are presented in tabular format and are subsequently discussed. The study analyses the preference for leadership and job resources of employees who were solicited to participate in the research. The results presented aims to quantify and measure preference for leadership and job resources within the cleaning industry in South Africa.

4.2 CHARACTERISTICS OF THE SAMPLE

One hundred and twenty four participants ($n = 124$) out of a potential sample of 250 employees completed the questionnaire. The response rate was 49 %. Information about the sample participants was obtained from the first of three sections of the questionnaires contained in the consolidated survey, namely the Biographical Details.

4.2.1 BIOGRAPHICAL INFORMATION

The Biographical Information section requested information about a number of individual and job-related demographic factors. The questions were geared to identifying the characteristics of the sample and contained specific information which would be pertinent to the study.

The Biographical Questionnaire is included as Appendix 1.

4.2.2. SURVEY SAMPLE INDIVIDUAL CHARACTERISTICS

4.2.2.1 GENDER

Table 4.1: Gender distribution of sample (n=124)

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	41	33.1	33.1	33.1
	Female	83	66.9	66.9	100.0
Total		124	100.0	100.0	

As depicted in Table 4.1 above, the sample group comprised of 67% female and 33% male respondents. The female majority is primarily due to majority of support and administration staff being based at Divisional offices and the study was conducted at the divisional offices of the organization. These positions are typically occupied by female employees in the research organization

4.3 SURVEY SAMPLE JOB-RELATED CHARACTERISTICS

4.3.1 ORGANIZATIONAL LEVEL

Table 4.2 Sample distribution of Organizational Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Top management	5	4.0	4.3	4.3
	Senior management	19	15.3	16.2	20.5
	Middle management	46	37.1	39.3	59.8
	Junior management	26	21.0	22.2	82.1
	Skilled	16	12.9	13.7	95.7
	Semi-skilled	5	4.0	4.3	100.0
	Total	117	94.4	100.0	
Missing	System	7	5.6		
Total		124	100.0		

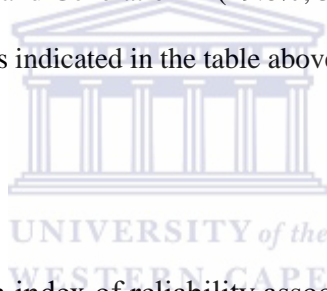
The majority of respondents were from Middle management (37%) and Junior management (21%) organizational level. This is primarily due to Management being based at the Divisional offices.

4.3.2 GENERATION

Table 4.3: Sample distribution of Generational Cohort

		GenCohort			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boomers	19	15.3	15.4	15.4
	Gen X	67	54.0	54.5	69.9
	Gen Y	37	29.8	30.1	100.0
	Total	123	99.2	100.0	
Missing	System	1	.8		
Total		124	100.0		

As displayed in Table 4.3, the sample group ranged from Boomers (15.3%, 19 participants), Generation X (54%, 67 participants) and Generation Y (29.8%, 37 participants). More than 50% of the sample was from Generation X as indicated in the table above.



4.4 RELIABILITY ANALYSIS

Cronbach's Alpha is viewed as an index of reliability associated with the variation accounted for by the true score of the underlying construct (Cronbach, 2004). There is no lower limit to the coefficient but, the closer Cronbach's coefficient alpha is to 1, the greater the internal consistency of the items of the scale (Cronbach, 2004). Chinn (1991, cited in Bruton, Conway & Holgate, 2000) further recommends that a measure should ideally have a coefficient of at least 0.6 to be considered useful.

Table 4.4: Cronbach's Coefficient Alpha for the Leadership and Job resources and subscales

Dimension	Cronbach alpha	Number of items
Leadership Style		
Transformational leadership	.855	20
Transactional leadership	.548	8
Passive/Avoidant	.812	8
Job Resources		
Growth opportunities	.739	8
Social Support	.732	6
Organizational Support	.858	15
Job Security	.736	3
Advancement	.840	6

The Cronbach-alpha score obtained for the leadership style dimensions are presented in Table 4.4. The reliability coefficients for the subscales are $\alpha = 0.855$ (transformational leadership), $\alpha = 0.548$ (transactional leadership), and $\alpha = 0.812$ (passive/avoidant leadership). The reliability coefficients for the job resource subscales are $\alpha = 0.739$ (growth opportunities), $\alpha = 0.732$ (social support), and $\alpha = 0.858$ (organizational support), $\alpha = 0.736$ (job security), and $\alpha = 0.840$ (advancement).

The transformational leadership dimension displayed the highest reliability at $\alpha = 0.855$. On the contrary, the transactional leadership dimension displayed the lowest reliability at $\alpha = 0.548$. As the reliability coefficient for the transactional leadership dimension falls below the criteria of 06, the results pertaining to this dimension should be interpreted with caution.

4.5 DESCRIPTIVE STATISTICS

Descriptive statistics provide information on the unprocessed data in an understandable way. De Vos (1998) indicated that the purpose of utilising descriptive statistics is to condense data to a logical and interpretable structure in order to study, test and provide conclusions on the relations of research problems. The descriptive statistics appropriate in this research include percentages and measurement on the distribution of scores, means and standard deviations of leadership and job resources.

Table 4.4: Descriptive Statistics of Leadership and Job resources for the sample (n=124)

	N	Range	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Transformational leadership	124	2.44	1.56	4.00	3.2208	.47692
Transactional leadership	124	2.50	1.50	4.00	2.8197	.57383
Passive avoidant leadership	124	3.88	.00	3.88	1.3092	.91881
Growth opportunities	124	1.50	2.50	4.00	3.5690	.35680
Social support	124	3.00	1.00	4.00	3.0136	.53307
Organizational support	124	1.60	2.40	4.00	3.5173	.36399
Job security	124	2.33	1.67	4.00	3.4932	.56923
Advancement	124	2.33	1.67	4.00	3.7629	.37600
Valid N (listwise)	124					

Table 4.4 above indicates the means and standard deviations of the Leadership and Job resource subscales. The strongest mean for leadership was Transformational leadership (M =

3.2). In relating the means in Table 4.4 to the relevant Likert scale response anchors used, respondents fairly often preferred Transformational leadership and once in a while had a preference for Passive/Avoidant leadership. With regards to job resource, respondents fairly often had a preference for advancement ($M = 3.7$), organizational support ($M = 3.5$) and growth opportunities ($M = 3.5$).

4.6 INFERENCEAL DATA ANALYSIS AND HYPOTHESIS TESTING

The following section will elaborate on the results obtained for the testing of the hypothesis, For both the hypotheses, one way ANOVA was utilised to test for significant differences between the variables and the generational cohorts.

Hypothesis 1: There is a significant difference between the respective generational cohorts and their preference for a specific leadership style.

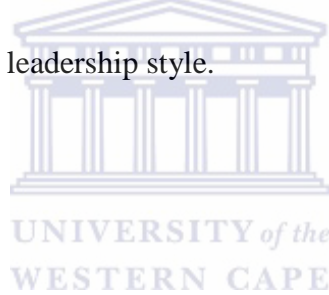


Table 4.5: Descriptive statistics for generational cohorts and leadership preferences

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Transformational leadership	Boomers	19	3.1053	.51123	.11728	2.8589	3.3517	1.85	3.80
	Gen X	67	3.2507	.48035	.05868	3.1335	3.3678	1.56	3.95
	Gen Y	37	3.2480	.44243	.07273	3.1005	3.3955	2.25	4.00
	Total	123	3.2274	.47317	.04266	3.1429	3.3118	1.56	4.00
Transactional leadership	Boomers	19	2.7697	.36387	.08348	2.5944	2.9451	2.13	3.38
	Gen X	67	2.8549	.60988	.07451	2.7062	3.0037	1.63	4.00
	Gen Y	37	2.7937	.60592	.09961	2.5917	2.9957	1.50	4.00
	Total	123	2.8234	.57476	.05182	2.7208	2.9259	1.50	4.00
Passive avoidant leadership	Boomers	19	1.2171	.88078	.20206	.7926	1.6416	.25	3.00
	Gen X	67	1.3721	.96975	.11847	1.1356	1.6087	.00	3.88
	Gen Y	37	1.2442	.86954	.14295	.9542	1.5341	.00	3.13
	Total	123	1.3097	.92255	.08318	1.1450	1.4744	.00	3.88

Table 4.5, presents the descriptive information with respect to leadership and the different generational cohorts. As indicated in Table 4.5, the means for Transformational leadership for the different generational cohorts were all greater than 3. The Generation X group had the highest mean preference for Transformational Leadership ($M = 3.25$), whilst the lowest preference for such leadership style was from the Boomers ($M = 3.11$). The entire sample had a preference for Transformational leadership regardless of the generational cohort.

Table 4.6: One way Anova for leadership and generational groups (n=124)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Transformational leadership	Between Groups	.335	2	.168	.746	.477
	Within Groups	26.980	120	.225		
	Total	27.315	122			
Transactional leadership	Between Groups	.154	2	.077	.230	.795
	Within Groups	40.149	120	.335		
	Total	40.303	122			
Passive avoidant leadership	Between Groups	.583	2	.291	.339	.713
	Within Groups	103.251	120	.860		
	Total	103.834	122			

From Table 4.6, it can be deduced that the differences between the leadership styles and generational cohort groups are not statistically significant at either the 0.05 or 0.01 level.

Thus Hypothesis 1 is rejected.

Hypotheses 2: There is a significant difference between the respective generational cohorts and their preference for specific job resources.

Table 4.7: Descriptive statistics of generational cohorts and job resources preferences

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Growth opportunities	Boomers	19	3.5197	.35174	.08069	3.3502	3.6893	2.88	4.00
	Gen X	67	3.6061	.33963	.04149	3.5232	3.6889	2.63	4.00
	Gen Y	37	3.5290	.39499	.06494	3.3973	3.6607	2.50	4.00
	Total	123	3.5695	.35820	.03230	3.5056	3.6335	2.50	4.00
Social support	Boomers	19	2.9825	.44059	.10108	2.7701	3.1948	2.33	3.83
	Gen X	67	3.0774	.49647	.06065	2.9563	3.1985	2.00	4.00
	Gen Y	37	2.9414	.61641	.10134	2.7359	3.1470	1.00	4.00
	Total	123	3.0218	.52726	.04754	2.9277	3.1160	1.00	4.00
Organizational support	Boomers	19	3.4000	.35832	.08220	3.2273	3.5727	2.87	4.00
	Gen X	67	3.5331	.38482	.04701	3.4392	3.6269	2.47	4.00
	Gen Y	37	3.5522	.32805	.05393	3.4428	3.6616	2.40	4.00
	Total	123	3.5183	.36532	.03294	3.4531	3.5835	2.40	4.00
Job security	Boomers	19	3.4211	.72727	.16685	3.0705	3.7716	2.00	4.00
	Gen X	67	3.4850	.56013	.06843	3.3483	3.6216	1.67	4.00
	Gen Y	37	3.5405	.51130	.08406	3.3701	3.7110	1.67	4.00
	Total	123	3.4918	.57135	.05152	3.3898	3.5938	1.67	4.00
Advancement	Boomers	19	3.6754	.32619	.07483	3.5182	3.8327	3.00	4.00
	Gen X	67	3.6980	.44380	.05422	3.5897	3.8062	1.67	4.00
	Gen Y	37	3.9189	.17401	.02861	3.8609	3.9769	3.17	4.00
	Total	123	3.7609	.37692	.03399	3.6937	3.8282	1.67	4.00

As depicted in Table 4.7, Gen Y had the highest mean preference for Advancement ($M = 3.9$), whilst the lowest preference for advancement was for the Boomers ($M = 3.6$). The means for Advancement for the different generational cohorts were all greater than 3. The means for all scales were above 3 excluding the preference of Gen Y for Social support which had a mean score of $M = 2.9$.

Table 4.8: Test for significant differences for job resources based on generational cohorts

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Growth opportunities	Between Groups	.197	2	.099	.766	.467
	Within Groups	15.456	120	.129		
	Total	15.654	122			
Social support	Between Groups	.476	2	.238	.853	.429
	Within Groups	33.441	120	.279		
	Total	33.916	122			
Organizational support	Between Groups	.323	2	.162	1.214	.301
	Within Groups	15.959	120	.133		
	Total	16.282	122			
Job security	Between Groups	.186	2	.093	.282	.755
	Within Groups	39.639	120	.330		
	Total	39.825	122			
Advancement	Between Groups	1.328	2	.664	4.979	.008
	Within Groups	16.005	120	.133		
	Total	17.333	122			

From Table 4.8 it can be seen that there is statistically significant differences between the generational cohorts for advancement ($F(2,120) = 4.979, p < 0.01$). However, no further significant differences were found.

A post hoc comparison was completed to determine between which groups the differences in the preference for Advancement lie.

Table 4.9: Tukey Post Hoc Test for Generational groups

Advancement

Tukey B^{a,b}

GenCohort	N	Subset for alpha = 0.05	
		1	2
Boomers	19	3.6754	
Gen X	67	3.6980	
Gen Y	37		3.9189

From the Tukey post-hoc comparison, in the table (Table 4.9), it is evident that there is a statistically significant difference for Advancement (3.9) in Generation Y's preference of Job resources. The mean for Gen Y is higher and significantly different from that of Boomers and Generation X (refer to Table 4.7). As only one of the job resources dimensions demonstrated a statistically significant difference, Hypothesis 2 is partially accepted.

4.7 CONCLUSION

This chapter objectively presented the results of the study using descriptive and inferential statistics to describe the results. This enabled the researcher to identify significant relationships and differences between the variables in the study and to test the two hypotheses that were formulated.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

The purpose of this chapter is to draw inferences about the specific objectives and hypothesis discussed in chapter 1 and 2. The researcher outlines the limitations of the research study and maps out recommendations for further research.

5.2 DISCUSSION AND OVERVIEW

The objective of the research study was primarily to determine whether different generational cohorts have a preference for different leadership styles as well as to establish whether the different generational cohorts have a preference for different job resources.



5.2.1 DESCRIPTIVE STATISTICS FOR LEADERSHIP

Transformational leadership: Transformational leaders are those leaders who are able to enhance organizational performance in global markets via the empowerment of human resources and ultimately enabling change (Senge, 1999) cited in Ghasabeth, 2015). Transformational leaders effect change at the organizational level. In the present study, the mean score reported by the sample from a Cleaning services organization for the transformational leadership scale was 3.22. This is indicative of the employees' preference for transformational leadership gravitating towards the higher end of the four point Likert scale. In addition, this dimension also had the highest means score (M), in comparison to other leadership styles, indicating a distinct preference for Transformational leadership across all generational cohorts.

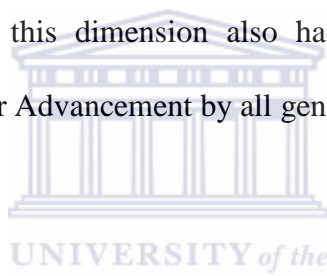
Transactional leadership: Rodrigues and Ferreira (2015) state that the core characteristic in transactional leadership is the relation of exchange established between the leader and subordinate. The mean score attained for the transactional leadership dimension was 2.82. This is indicative of the employees' preference for transactional leadership gravitating towards the middle to higher end of the four point Likert scale. For the sample, this means that there may be certain attributes of transactional leadership that are valued by the respondents. They therefore may have an average to above average preference for understanding what can be expected from the leader in exchange for the employee reaching their performance targets.

Passive/ Avoidant Leadership: Avoidant leadership is defined as occurring where leaders do not act responsively, efficaciously or decisively to effect positive change, Jackson et al., (2013). For the current sample, a mean score (M) of 1.3 was obtained for this leadership dimension. This is indicative that the employees in the sample had a preference for this leadership style gravitating toward the lower end of the four point Likert scale. The mean obtained for this dimension was also the lowest in the study. This is in contrast to the previously mentioned preference for Transformational leadership which indicates that the sample prefers an involved leader who they can admire and aspire to.

5.2.2. JOB RESOURCES

Research has shown that the availability of job resources strongly predict work engagement and is critical to ensure employee retention (Schaufeli & Bakker, 2004). Furthermore, the Job Resource Demands theory defines job resources as being the initiators of motivational processes.

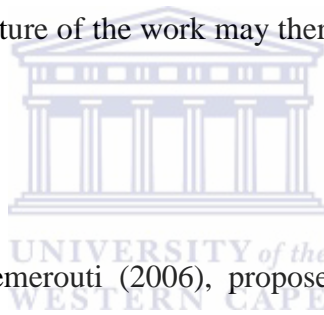
Advancement: Rothmann and Jordaan (2006) state that resources may exist at the level of the organization (e.g. salary, career opportunities and job security). Rothmann and Jordaan (2006) define advancement in respect to financial and development (training) opportunities afforded to an employee. In the present study, there was a statistically significant difference between the different generational cohorts and their preference for Advancement. Within the current study sample, Gen Y advancement obtained a mean (M) score of 3.9 for the Advancement dimension, more specifically, Gen Y more frequently indicated a preference for the Advancement job resource. This means they rated Advancement as ‘important’ to ‘very important’ based on the Likert scale anchors. This is indicative of the employee’s preference for advancement as a job resource gravitating towards the higher end of the four point Likert scale. In addition, this dimension also had the highest means score (M), indicating a distinct preference for Advancement by all generational cohorts.



Growth opportunities: According to Rothmann and Jordaan (2006), growth opportunities refer to individuals having access to opportunities for personal growth and development including learning on the job. Within the current study sample, growth opportunities obtained a mean (M) score of 3.56. As with the strongest preference for Advancement by Gen Y, this generational cohort also indicated a strong preference, although not statistically significant difference, for growth opportunity. This is indicative of the employee’s preference for growth opportunities as a job resource gravitating towards the higher end of the four point Likert scale. In addition, this dimension also had the second highest means score (M), indicating a distinct preference for growth opportunities across the sample regardless of generational cohort. The employees as a result, report that an environment where they are provided access to and availability of work variety, opportunities to learn as well as

independence in work practices is important to them. Opportunities to cultivate their knowledge and skill will aid with the retention of this sample of employees.

Organizational support: According to Rothmann and Jordaan (2006), Organizational support encompasses the employee's relationship with their supervisor, receipt of information regarding their work, communication and participation in decisions about the nature of their work. Within the current study sample, organizational support obtained a mean (M) score of 3.51. This is indicative of the employee's preference for organizational support as a job resource, gravitating towards the higher end of the four point Likert scale. This job resource dimension was important to the sample regardless of generational cohort. Communication and involvement regarding the nature of the work may therefore be important in the retention of this sample of employees.

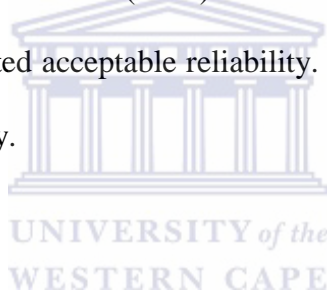


Social support: Bakker and Demerouti (2006), proposes that supportive colleagues and proper feedback from superiors enhances the prospect of successfully attaining individuals work goals. Jackson and Rothmann (2005), states that social support refers to the degree to which the job affords the employee the opportunity to elicit advice and assistance from others. For the current sample, a mean score of 3.02 was obtained for this job resource dimension. This is indicative that the employees in the sample had a preference for social support gravitating towards that of being 'important' on the four point Likert scale. The mean obtained for this dimension was also the lowest for all the job resource dimensions, even though it was deemed as 'important' to the sample.

5.3 DISCUSSION OF THE FINDINGS OF HYPOTHESES TESTING

Although no statistically significant differences were found between the different generational cohorts and their preferences for the specific leadership styles, the descriptive statistics regarding preference for leadership style across the generational cohorts, indicated that individuals from all generational cohorts indicated a preference for transformational leadership. Regarding preference for job resource dimensions, the results yielded a statistically significant difference in the preference for Advancement in Generation Y.

The Multi Factor Leadership Questionnaire by Bass and Avolio (1994) and the Job Demands Resources scale by Rothmann and Jordaan (2006) were the measurement instruments utilised for this study as these demonstrated acceptable reliability. The instruments were amended to better suit the purpose of the study.



Deal (2007, cited in Deal et al., 2013) mentions managerial level in the organization as opposed to generation clarified the distinction in work attitudes, expectations of leadership and desire for learning. Farag et al. (2009) found no empirical evidence to specify whether nurses from each cohort have a preference for a particular leadership style. The present study echoes the results extrapolated from these findings.

Similarly, Gentry et al. (2009, cited in Deal et al., 2013) found that there were similarities in the expectations and desires of all three generational cohorts under scrutiny. Gentry et al. (2011, cited in Deal et al., 2013) further discovered similarities in the different generational

cohorts views of what they believe are required to succeed in their organizations as well as the required skill level of those particular competencies.

5.4 IMPLICATIONS OF THE FINDINGS OF THE PRESENT STUDY

Although the present study did not find significant difference between generational cohort and leadership style, the literature leans toward taking cognisance of the preferences of different generational groups when leading.

Upon perusal of the current literature, it is evident that organizations need to obtain an increased understanding of the different generational cohorts so that they may better manage them. Zemke et al. (2000) postulate that organizations who were successful in managing multiple generational cohorts; accommodated differences, learned about their unique needs, created workplace choices and adapted their leadership style to the context as well as balancing concerns for tasks and people.

The study found that all generational cohorts indicated a preference for Transformational leadership, which should ideally be factored into leadership development programmes. The findings of this study corroborate well with the literature. Farag et al., (2009) found both Baby Boomers and Generation X desire individual contribution and motivating and supportive leaders. The desired preference with regard to managerial practices for both these generational cohorts oscillate between transactional and transformational leadership.

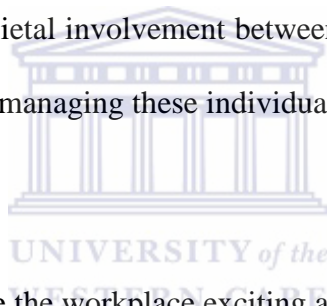
The four attributes of Transformational leadership proposed by Bass and Avolio (1997) may serve as a basis for Management development.

- *Idealised influence*: the extent to which leaders act in an admirable manner, displays conviction and takes a stand which causes followers to identify with the leader.
- *Inspirational motivation*: the extent to which the leader articulates a vision that appeals to and inspires followers. The company's vision should resonate with employees and subsequently inspire them.
- *Intellectual stimulation*: the extent to which the leader challenges assumptions, stimulates and encourages creativity in the followers. Leaders should engage and challenge their followers. This can be done via Learning and Development. Performance discussions which encourage individuals to extend themselves and think out of the box may also assist in this regard.
- *Personal and individual attention*: the extent to which the leader attends to each follower's needs and displays a mentoring role. Leaders should be trained to have one on one briefings with employees.

The study found a statistically significant relationship between Generation Y and their preference for Advancement. These job resources exist at the organizational level and include salary, career opportunities and job security. This information can be utilised as part of the company's attraction and retention programmes when recruiting, in particular for positions that Generation Y may be interested in.

5.5 RECOMMENDATIONS WHEN MANAGING DIFFERENT GENERATIONAL COHORTS

Gibson, Greenwood and Murphy (2009), posit that managers can motivate Baby Boomers with money and overtime; acknowledge them with praise and position and they will be loyal. Gibson et al. (2009) advocate Generation X conversely prefer a work-life balance and are not loyal to their employers as they do not expect this from employers. Jurkiewicz, (2000, cited in Deal et al., 2013) acknowledge differences in Generation X from Baby Boomers in their desire to learn new things and be free from supervision but also mentions similarities in their need to benefit society and increase their salary. Levin (2001) argues Generation X are concerned about praise and will endeavour to do things that facilitate rewards. The common ground regarding salaries and societal involvement between Boomers and Generation X may be used as a point of departure in managing these individuals.



Managers are encouraged to make the workplace exciting and ensure that work is relevant for Generation Y whilst showing them different career paths available, according to Gibson et al., (2009). They further mention that Gen Y wants attention and feedback.

The following table (Table 5.1) from Manion (2009, p.20) provides an overview of the managerial ramifications for Generational differences.

Table 5.1 Managerial Ramifications of Generational Differences

	Baby Boomers	Generation X	Generation Y
Recruiting	Acknowledge experience Set a challenge Stress a humane environment Give credit and respect for achievements	Emphasise balance Stress merit Discuss expected changes Create a fun, intimate environment Emphasise technology Emphasise independence Flexibility in scheduling	Sell organization solidly Show opportunity Emphasise organizations importance Sell them on the job Tell how organization meets its civic duty Customise job opportunity Flexibility
Orienting	Emphasise goals and challenges Show them the opportunity	Show technology, allow for exploring Show whos who list Repeat work life balance message De emphasise politics	Be clear on expectations Show opportunities Emphasise equality Sheltered, will need lots of support
Training	Share strategy, budgeting etc. Use their book knowledge Give developmental assignments Use books, tapes, videos	Give multiple opportunities Stress self development More self directed learners Task not process oriented	Provide how to Training Assign mentors Use lots of details Like collaborative, action, group work & high involvement Interactive approach Didactic lectures boring
Motivating	Personal relationships are important Public recognition Work perks Name recognition Reward hours & effort Talk about legacy	Opportunities to develop skill Opportunities for promotion Multiple tasks& projects Give feedback but don't micro manage Allow laxness Freedom is a reward	Competitive pay& benefits Good environment Show opportunities for advancement Career planning & counselling Socially conscious Feeling like I do my job well Reward is meaningful work

Kupperschmidt (2006) advises that mutual respect is a key element in reducing intergenerational conflict in this workplace and Manion (2009) advocates the following important interventions:

- Establish clear expectations for behaviours based on healthy relationships.
- Lead the work group in establishing behavioural expectations of each other.
- Set a no-tolerance policy for gossip and disrespect.
- Ensure that individuals have conflict resolution skills.
- Engage the staff in value clarification exercises that focus on differing values.
- Continually re-iterate the common purpose that binds people together.

In general, employers can better support a multigenerational workforce through offering opportunities to train, coach and motivate all generational groups (Stanley, 2010). Hall (2005) indicates in dealing with multi-generational issues, it is recommended that employers meet the top five needs of employees. The needs are not generation specific and include opportunity for advancement; work/life balance; competitive remuneration and benefits; providing respect and recognition; as well as access to learning and development opportunities.

5.6 LIMITATIONS AND RECOMMENDATIONS

The study was conducted in a Cleaning services company in South Africa due to time and costs constraints and the findings may, as such may not be generalizable to other organizations. Further research may have to be conducted on a macro level.

One hundred and twenty four (124) respondents out of a potential two hundred and fifty (250) individuals completed the survey. This is less than 50% of the sample. A further research study may have to be conducted to improve the generalizability of the result for the research organization.

The distribution of the sample regarding the different generational cohorts was uneven as the majority of the sample was Generation X. A more equitable distribution of the cohorts may provide different results. The sampling method was Convenience sampling which, by its very nature, is a limitation, as the target group may have fewer numbers of a certain generation, further research may have to be conducted. Furthermore, some of the differences may be explained by factors other than generational differences, namely racial or gender differences. Therefore, future studies should control for the impact of race and gender.

A quantitative study in the form of a questionnaire was administered, which and limits the type of information elicited. A qualitative study in the form of interviews or focus groups may provide greater insight into the needs of the different generational cohorts.

Furthermore, generation theory is controversial, in particular in the South African context, as much of the available literature around this theory originates from the United States and Europe. Further research should ideally be conducted in a South African context.

5.7 CONCLUSION

The expressed purpose of this research study was to determine whether the different generational cohorts have a preference for different leadership styles. Although there were not statistically significant findings in this regard, there was a clear preference displayed for Transformational leadership across the sample. The organization upon which the study is based, may want to focus their efforts on developing transformational leaders. Furthermore, it should be noted that Generation Y has a preference for Advancement which is statistically significant and leaders should note this when managing this group.

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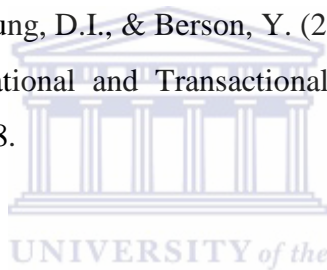
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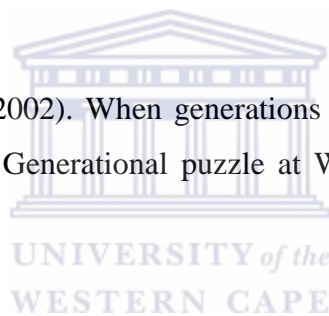
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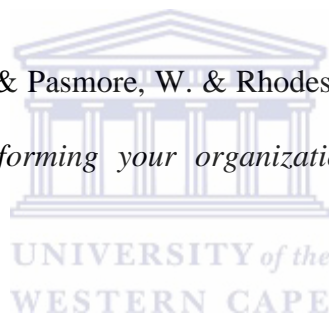
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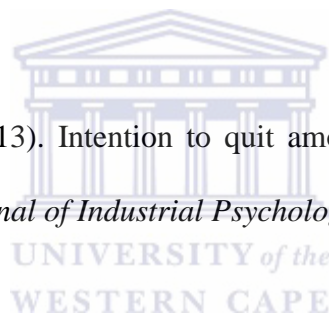
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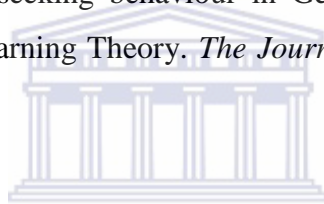
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APPENDIX ONE - QUESTIONNAIRE

SECTION A

BIOGRAPHICAL QUESTIONS

Please indicate your answer with an (X)

1. Gender

Male	
Female	

2. Please indicate the category that includes your year of birth.

1945-1964	
1965-1980	
1981-present	



3. Ethnicity

African	
Coloured	
White	
Indian	
Other	

4. Please indicate your level in the organization.

Top Management	
Senior Management	

Middle Management	
Junior Management	
Skilled	
Semi-skilled	
Unskilled	

5. Do you manage people?

Yes	
No	



SECTION B

LEADERSHIP QUESTIONNAIRE

INSTRUCTIONS: This questionnaire is used to describe the leadership style of your ideal manager. Forty-five descriptive statements are listed below. Judge how frequently you would want your leader to display the following characteristics/behaviours.

KEY

0 = Not at all 1 = Once in a while 2 = Sometimes 3 = Fairly often 4 = Frequently, if not always

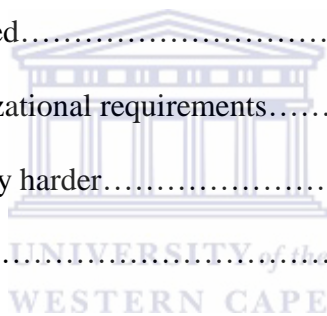


I would prefer it if my Leader.....

1. Provides me with assistance in exchange for my efforts.....0 1 2 3 4
2. Re-examines critical assumptions to question if they are appropriate.....0 1 2 3 4
3. Fails to interfere until problems become serious.....0 1 2 3 4
4. Focuses attention on irregularities, mistakes, exceptions and deviations from standards..... 0 1 2 3 4
5. Avoids getting involved when important issues arise.....0 1 2 3 4
6. Talks about his/her most important values and beliefs.....0 1 2 3 4
7. Is absent when needed.....0 1 2 3 4
8. Seeks different perspectives when solving problems.....0 1 2 3 4
9. Talks optimistically about the future.....0 1 2 3 4

10. Instills pride in me for being associated with him/her.....0 1 2 3 4
11. Discusses in specific terms who is responsible for achieving performance
targets.....0 1 2 3 4
12. Waits for things to go wrong before taking action.....0 1 2 3 4
13. Talks enthusiastically about what needs to be accomplished.....0 1 2 3 4
14. Specifies the importance of having a strong sense of purpose.....0 1 2 3 4
15. Spends time teaching and coaching.....0 1 2 3 4
16. Makes clear what one can expect to receive when performance goals are
achieved.....0 1 2 3 4
17. Shows that he/she is a firm believer in ‘if it ain’t broke, don’t fix it.....0 1 2 3 4
18. Goes beyond self-interest for the good of the group.....0 1 2 3 4
19. Treats me as an individual rather than just as a member of the group.....0 1 2 3 4
20. Demonstrates that problems must become chronic before taking action.....0 1 2 3 4
21. Acts in ways that builds respect.....0 1 2 3 4
22. Concentrates his/her full attention on dealing with mistakes, complaints and
failures..... 0 1 2 3 4
23. Considers the moral and ethical consequences of decisions..... 0 1 2 3 4
24. Keeps tracks of all mistakes..... 0 1 2 3 4
25. Displays a sense of power and confidence..... 0 1 2 3 4
26. Articulates a compelling vision of the future..... 0 1 2 3 4
27. Directs my attention toward failure to meet standards..... 0 1 2 3 4
28. Avoids making decisions..... 0 1 2 3 4
29. Considers me as having different needs, abilities and aspirations from others0 1 2 3 4
30. Gets me to look at problems from many different angles.....0 1 2 3 4
31. Helps me to develop my strengths.....0 1 2 3 4

32. Suggests new ways of looking at how to complete assignments.....0 1 2 3 4
33. Delays responding to urgent questions.....0 1 2 3 4
34. Emphasizes the importance of having a collective sense of mission.....0 1 2 3 4
35. Expresses satisfaction when I meet expectations.....0 1 2 3 4
36. Expresses confidence that goals will be achieved.....0 1 2 3 4
37. Is effective in meeting my job-related needs.....0 1 2 3 4
38. Uses methods of leadership that are satisfying.....0 1 2 3 4
39. Gets me to do more than I expected to do.....0 1 2 3 4
40. Is effective in representing me to higher authority.....0 1 2 3 4
41. Works with me in a satisfactory way.....0 1 2 3 4
42. Heightens my desire to succeed.....0 1 2 3 4
43. Is effective in meeting organizational requirements.....0 1 2 3 4
44. Increases my willingness to try harder.....0 1 2 3 4
45. Leads a group that is effective.....0 1 2 3 4



SECTION C

JOB CHARACTERISTICS SCALE

The purpose of this questionnaire is to obtain an accurate picture of how you personally evaluate specific aspects of your work and work environment. Please read each statement carefully and decide if you feel this way. Please do not skip any questions.

SCALE:

1 = Unimportant	2 = Slightly important	3 = Important	4 = Very important
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	STATEMENTS	SCALE			
1	How important is it that your work puts sufficient demands on all your skills and capacities?	1	2	3	4
2	How important is it for you to have enough variety in your work?	1	2	3	4

SCALE:

1 = Unimportant	2 = Slightly important	3 = Important	4 = Very important
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	STATEMENTS	SCALE			
3	How important is it for your job to offer you opportunities for personal growth and development	1	2	3	4
4	How important is it for your work to give you the feeling that you can achieve something?	1	2	3	4
5	How important is it for your job to offer you the possibility of independent thought and action?	1	2	3	4
6	How important is freedom in carrying out your work activities?	1	2	3	4
7	How important is it to for you to have influence in the planning of your work activities?	1	2	3	4
8	How important is it for you to participate in the decision about when a piece of work must be completed?	1	2	3	4
9	How important is it for you to count on your colleagues when you come across difficulties in you work?	1	2	3	4
11	How important is it, if necessary, for you to ask your colleagues for help?	1	2	3	4
12	How important is it for you to get on well with your colleagues?	1	2	3	4
13	How important is it for you to count on your supervisor when you come across difficulties in your work?	1	2	3	4
14	How important is it for you to get on well with your supervisor?	1	2	3	4
15	How important is it for you to feel appreciated by your supervisor?	1	2	3	4
16	How important is it for you to know exactly what other people expect of you in your work?	1	2	3	4
17	How important is it for you to know what you are responsible for and which areas are not your responsibilities?	1	2	3	4
18	How important is it for you to know exactly what your direct supervisor thinks of your performance?	1	2	3	4
19	How important is it for you to receive sufficient information on the purpose of your work?	1	2	3	4
20	How important is it for you to receive sufficient information on the results of your work?	1	2	3	4
21	How important is it for your direct supervisor to inform you about how well you are doing your work?	1	2	3	4

SCALE:

	1 = Unimportant	2 = Slightly important	3 = Important	4 = Very important		
22	How important is it for you to be kept adequately up-to-date about important issues within your organization?		1	2	3	4
23	How important is it that your organization's decision-making process is clear to you?		1	2	3	4
24	How important is it for you to understand who you should address issues in your organization with for specific problems?		1	2	3	4
25	How important is it for you to discuss work problems with your direct supervisor?		1	2	3	4
26	How important is it for you to participate in decisions about the nature of your work?		1	2	3	4
27	How important is it that you have direct influence on your organization's decision?		1	2	3	4
28	How important is it for you to have contact with colleagues as part of your work?		1	2	3	4
29	How important is it for you to have a chat with colleagues during working hours?		1	2	3	4
30	How important is it for you to have enough contact with colleagues during working hours?		1	2	3	4
31	How important is it for you to be secure that you will still be working in one year's time?		1	2	3	4
32	How important is it to be more secure that you will keep your current job in the next year?		1	2	3	4
33	How important is it to be more secure that next year you will keep the same function level as currently?		1	2	3	4
34	How important is it that your organization pays good salaries?		1	2	3	4
35	How important is it for you to live comfortably on your pay?		1	2	3	4
36	How important is it to feel that you are paid enough for the work that you do?		1	2	3	4
37	How important is it that your job offers you the possibility to progress financially?		1	2	3	4
38	How important is it that your organization gives you opportunities to follow training courses?		1	2	3	4
39	How important is it that your job gives you the opportunity to be promoted?		1	2	3	4

End of Questionnaire.

The researcher would hereby like to Thank you for responding to this questionnaire.