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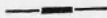


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MANAGING MULTI-GENERATION WORKFORCE IN USA

By
MARWAN ADNAN ARNAOUT

Approved by:

A thesis

Submitted in partial fulfillment of the requirements
For the degree of Master of Business Administration
To the Faculty of Business Administration and Economics
At Haigazian University

Sona Jerejian
Dr. Sona Jerejian
Faculty of Business Administration and Economics

First Reader

F. Astrawi
Dr. Fadi Astrawi, Dean
Faculty of Business Administration and Economics

Second Reader

Beirut, Lebanon

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Date of project presentation: 23/06/2005

Haigazian University

MANAGING MULTI-GENERATION WORKFORCE IN USA

I, Marwan Adnan Arnaout

By

MARWAN ADNAN ARNAOUT

Approved by:

Sona Jerejian

Dr. Sona Jerejian
Faculty of Business Administration and Economics

First Reader

Signature

F. Asrawi

Dr. Fadi Asrawi, Dean
Faculty of Business Administration and Economics

Second Reader

Date

Date of project presentation: 23/06/2005

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AN ABSTRACT OF ACKNOWLEDGMENTS

I would like to thank my parents who supported me through my study for almost three years of hard work. My parents with their understanding, support, and help, especially for this thesis, established perfect environment where I was able to focus on my studies. I can assure that without them beside me, I would have never been able to achieve this research, or complete my study. I want to thank them for being there with their prayers and encouragement for me all the time.

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AN ABSTRACT OF THE PROJECT OF

Marwan Arnaout for Master of Business Administration and Economics
Major: Business Administration

Title: Managing Multi-Generation Workforce in USA

The changing workforce is one of the most extraordinary and significant challenges facing U.S. organizations today. The demographic changes in the American workforce have the potential to affect many aspects of organizational management and its efficiency. Both the population and the workforce have become increasingly diverse, and these population changes will continue for many years.

Today's workforce is more diverse than ever. One diversity issue that has not been generally recognized is generational differences. Human Resource Managers are facing the challenge of connecting company values to a diverse workforce. To attract, retain and motivate two very different generations of workers (e.g. Baby Boomers and Generation X), managers must understand their unique perspectives and the national events that shaped their values. To maximize performance, the two generations need to work together in harmony, bridging the generational divide through shared values.

The purpose of this study was to determine the demographic characteristics of Baby Boomers and Generation X, their motivator factors, the generation disparity between them, and an effective strategy to diminish this disparity.

A survey questionnaire was used as a method for collecting data. Out of the 70 surveys sent to Human Resource Managers of American customer service companies located

in the State of California, 57 completed the questionnaires and valid surveys were returned. Therefore, the overall response rate was 81 percent.

The findings indicate that loyalty, work ethic, commitment, respect, being workaholics, self-reliant, and ambitious are the outstanding characteristics of Baby Boomers; while need for personal gratification, technology skills, being self-focused, creative, liking challenges, being adaptable, and needing personal growth are the one of Generation X.

The findings state that retirement plan, benefits, and salary are the motivation factors for Baby Boomers, while training, salary, and reward are the ones for Generation X.

The findings point out that work ethics, attitude, and working style are the areas of conflicts and tensions between Baby Boomers and Generation X.

The findings of this study indicate that a disparity does exist between Baby Boomers and Generation X and there is a need to bridge it by proposing several ways of intervention. To deal with this issue, the most effective strategy is opening all communication channels.

Finally, this study can be a framework for Human Resource Managers and can help them in managing multi-generation workforce by building strength and unity through group diversity which will be the power to propel their organization into new dimensions of performance and efficiency.

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CHAPTER ONE

INTRODUCTION

1.1 Background

The profile of the American workforce demographics is changing as more people retire. A new generation enters, and work preferences change. Over the next several years, generational drivers will bring together different value sets and attitudes in the workplace.

When Generations Collide: Who They Are, Why They Clash, How to Solve the Generational Puzzle at Work: Traditionalists, Baby Boomers, Generation Xers, Millennials (2002), written by Lancaster, Lynne C, explains that never before the history of the American workplace was comprised of four different generations that bring with them diverse social, political and economic experiences that influence their worldviews and value systems. Veterans, Baby Boomers, Generation X and now Generation Y are working shoulder to shoulder, cubicle to cubicle. Not only is the workspace reduced, but also as organizations flatten out, there is less separation by job description.

In their article, *Generation Gaps in the classroom* (1999), Zemke, Raines, and Filipczak, stated that generational differences that are the keys to the successful of recognition, appreciation and management of the differences in the US workforce, received attention from researchers, trainers and organizations recently. Managers, who take the time to identify strengths, work styles, and value systems when recruiting, training and retaining team-members, are creating an environment where employees value each other, and work more collaboratively and efficiently. Thus organizations that want to thrive in the future will

need to have employees and managers who are aware of and skilled in dealing with differences.

There have been multiple generations working in organizations before, but they were usually separated from each other by virtue of their job descriptions and a system of hierarchy. Senior employees were mostly male, white, and were in command positions. Middle-aged employees tended to be in middle management. And the younger workers were everywhere else. Their contacts were mostly with their peers or one level up, with their supervisor. (Lancaster, 2002)

Raines, Claire (2002), in her article, *Meet the Generations*, described that generational mixing was rare, or significantly structured by formality and protocol. When senior employees made decisions, they were “handed down” and communicated to the younger workers through the line supervisor. There was no sharing of how the decisions were made, the strategy behind the order, or for that matter, any requests for input or feedback.

Today social and physical separations are minimized as barriers to generational mixing. Sometimes, because of the post-industrial info-centered work world, the person in charge may be younger than those he or she manages. As younger workers bring technological skills that some seniors may not possess, they may find themselves supervising older employees. (Raines, 2002)

As profitable businesses strive to run leaner and meaner, the diversity issues of people under stress can slow down productivity; affect customer relations, increase employee turnover, and cause retention of good employees to be a costly problem.

(Zemke, Raines and Filipczak, 2000)

Merit is overcoming longevity in the deciding factors that contribute to promotion. This is not a bad thing, after all. But as younger employees compete for the same jobs as older senior employees – and often get them, there is often strife in the workplace. In a recent web poll taken by the American *Fast Company* magazine, 69% of respondents from different American States answered “yes” to the question, “Does your workplace suffer from a generation rift?”

Zemke, R., Raines, C. & Filipczak, B. (2000), in their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, suggested that studying a generational group involves a look at the political, economical, and social events that have shaped the feelings and views of its individuals. Thus, separating generational effects from other significant life influences is complex. But it is also an effective starting point for understanding a group’s basic perspectives and core values. Unfortunately, another outcome of this generational mixing is intergenerational conflict differences in values, worldviews, ways of working, ways of talking, thinking, even dressing, which can set people in opposition to one another.

Not understanding others’ perspectives on the world can be stressful, confusing and frustrating. It is fertile ground for conflict in the workplace, and a dividing up into an “us vs. them” mentality. In a workplace that is meant to do more with less, the demand for collaboration and compromise intensifies. The interdependent nature of work today cannot succeed with the underlying tension of intergenerational conflict. The need for understanding our differences and overcoming them is increased in order to create positive and fruitful working conditions. (Zemke, Raines and Filipczak, 2000)

1.1.3 Part 3 Cox, Taylor, *Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity* (2001), discussed and explained that there are many important issues to address in today's workplace and diversity is among them. As we know, diversity is more than just race or skin color. Diversity includes ethnicity, religion, sexual orientation, culture, size, abilities, and age along with many other attributes. The ability for a diverse group of people to build strength and unity through their diversity is the power that propels organizations into new dimensions of performance. Philosophies of inclusion and commitment to employee diversity affect every element of the business process, from the hiring of top talent to working with suppliers, delivering new products, services and attracting customers.

1.2 Statement of the problem

In today's society there is a variety of generations in the workplace. The Baby Boomers (1943-1960) and Generation X (1961-1980), that represent the majority in the workforce today, are two of these generations working together. There is a disparity between these two generations that impacts today's work environment. The impact is a negative one because it decreases the efficiency of the work environment. To solve the problems of inefficiency, leaders in the workplace must understand the differences between both generations and know how to deal with them.

1.3 Purpose of the study

This research will study the possible ways to bridge the gap between Baby Boomers and Generation X. Specifically it will try to find out what is the most effective way that Human Resource Managers suggest to deal with the gap, and then make additional recommendations regarding the management of the gap.

1.4 Research objectives

Objective 1: To identify the demographic characteristics of Baby Boomers.

Objective 2: To identify the demographic characteristics of Generation X.

Objective 3: To identify the different motivations between Boomers and Generation X.

Objective 4: To identify the generation disparity between Boomers and Generation X.

Objective 5: To determine a diminishing of the disparity between Boomers and Generation X.

Objective 6: To determine an effective strategy to decrease the disparity between Boomers and Generation X in terms of ACORN imperatives (Accommodate, Create, Operate, Respect and Nourish) and effective communication methods.

1.5 Significance of the study

- This research will identify the effective strategies in decreasing the disparity. The person who will benefit the most from the result of these findings is the human resource manager.

- This study will help to guide management in Lebanon as well on how to apply techniques, which focus on decreasing the boomer Xer disparity.

1.6 Limitations of the study

Based on my readings, Zemke, Raines, and Filipczak (2000) stated in their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, that the veteran generation represents 5 % of all US labor force, its members are already retired and having their own private businesses now. Baby Boomers and Generation X constitute 45% and 40% of US workforce respectively while the remaining 10% goes to Generation Y who are still studying in high schools, colleges or universities; few of them work in part time jobs. As Baby Boomers and Generation X are the two primary and distinct generations that dominate the US workplace today, this study will concentrate on these two significant cohorts only.

The area of the study is a group of American Customer Service companies located in the State of California with 100 employees or more. A small group of 70 Human Resource Managers constitutes the sample of this study.

1.7 Definition of terms

In their book, *Consumer Behavior*, Schiffman and Kanuk stated that

1.7.1 Veteran generation was born between 1922 and 1943; this cohort was born before or during World War II and their earliest experiences is associated with that world event. Some also remember the Great Depression.

1.7.2 *Baby Boom Generation* was born between 1943 and 1960; they grew up during a time of economic prosperity against a backdrop of rebellion and indulgence.

1.7.3 *Generation X* was born between 1960 and 1980; they grew up during a time of rapidly changing social climate and economic recession, including Asian competition.

1.7.4 *Generation Y*, also known as Millennials, or Nexters, was born after 1980; they grew up during the technology revolution, so for them, technology rules. They also value their independence and are generally optimistic. They are fast learners and tend to be impatient.

1.8 Outline of the chapters

This study is composed of five chapters. This Chapter has presented the background of the study, the objectives, research problems, the study's scope and limitation and its significance. In Chapter two, literature pertaining to characteristics of each generation, differentiations between them, perceptions toward each other and bridging generational gaps are reviewed. In Chapter three, the methodology used for this study is discussed. In Chapter four, the results of the conducted survey are presented. And in Chapter five, the study summarizes the findings and provides conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Characteristics of Baby Boomers

2.1.1 Introduction

The purpose of this chapter is to review past and present literature regarding characteristics of Baby Boomers and Generation X. The literature discussed in this chapter will provide a base for differentiating between Baby Boomers and Generation X. The sections in the chapter include perception of each generation toward the other; and finally some proposed strategies to bridge the disparity between these two generations.

2.1.2 Their background:

A generation is a cohort-group whose length approximates the span of a phase of life and whose boundaries are fixed by peer personality. Peer personality is defined as a generational persona recognized and determined by common age location. Thus, it is the combination of being in an age cohort and sharing behavior and beliefs that define a generation. Zemke, R., Raines, C. & Filipczak, B (2000) in their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, define a generation by what it feels, thinks and experiences together, not by the dates of birth.

There is not much agreement on what precise time segment each 'generation' refers to. Some consider Baby Boomers were born between 1943 and 1960, others consider them

born between 1946 -1964. The actual “boom” in births in US country is identified by demographers as 1946 through 1964, but based on the article written by Zemke, R., Raines, C., & Filipczak (1999), *Generation Gaps in the classroom*, the accurate Baby boomers’ period of birth is generally identified as those born between 1940 and 1960, because any generational cohort is formed based on experiences, worldviews and shared value. Thus period of birth is rather fluid and few years in one direction or the other does not deem an individual specifically in one category or the other.

Corbo (1997) stated in his article, *The X-er Files*, that Baby boomers were born during or after World War II, raised in an era of extreme optimism, opportunity, and progress and they represent about two-thirds of all U.S. workers.

Coolidge (1999) in his article *Generations Apart*, referred to Baby Boomers as the nation’s largest demographic group who born between 1946 and 1964. They grew up in two-parent households, safe schools, job security and post-war prosperity.

Alverson (1999) in his article, *The New Generation Gap*, like others agreed that Baby boomers were born between 1946 and 1964, they were unified under the belief that progress and prosperity are their birthright. In their period the color television was invented.

Morris Massey (1986) in his book, *The Massey Triad, Part B*, called this group the Nuagers. For him this generation represents the children of World War II veterans. Baby Boomers did not go through economically hard times as their parents did, they had the good life—their parents wanted them to have the best and as a result the “Me” decade arrived.

So Baby Boomers grew up during a time of economic prosperity against a backdrop of rebellion and indulgence. Many of them participated in movements started by members of the previous generation but did not feel much allegiance with them. Boomers generally had a

distrust of anyone who was over thirty when they were in their teens and early twenties. This group has seen the McCarthy Hearings, the Civil Rights Movement, the early stages of the women's movement, the American Indian Movement, the Vietnam War, the Kennedy, King and Malcolm X assassinations, the first lunar landing, China's Cultural Revolution, and Woodstock. These experiences have created in many of this generation a drive for self reliance, personal fulfillment, and social action.

For example, the baby boomers felt deeply affected by the Vietnam War. Their feelings of being victimized by a political system that denied them the ability to win the war weighed heavily on their minds. The baby boomers were determined to not fight another Vietnam (Clark 2001, 436). The milestone event of the Vietnam War may have shaped the way the baby boomers would address force structure when they came into power.

Based on studies conducted by Zemke, Raines, and Filipczak, baby boomers seem to have developed a greater sensitivity to race and gender relationships based on their life experiences. They have witnessed first hand how integration of gender and race has increased the capabilities of organizations and individuals within those organizations. The baby boomers were the generation that put Affirmative Action and have a great amount of emotional energy invested in it.

2.1.3 Their characters

In Hicks, R. and K. Hicks (1999) book, *Boomers, Xers, and Other Strangers: Understanding the Generational Differences that Divide Us*, Baby boomers are often described as "self-absorbed." They certainly tout the power of the individual to accomplish whatever they are out to. They applied their parents' hard work ethic more to the benefit of

the individual, as opposed to the “company.” This generation began to experience a transition in the stability of the family. The fact living in a period of economic prosperity helped this generation to be united and to share experience. Education was seen more as a birthright than a dream.

Baby boomers’ core values include optimism, team orientation, personal gratification, health and wellness, personal growth, youth, work, and involvement (Zemke, Raines, and Flipczak 2000, 68).

Baby Boomers have a high social conscience, but need to pursue personal development and status. They change marketplace and public policies to accomplish their needs. Boomers were the first “workaholics,” not because it was the right thing to do, but because it was necessary to advance up the ladder in order for them to make decisions, to be involved, to contribute and to be well known. (Broderick (1998), *Managing Diversity*).

Hornblower (1997) in his article, *Great expectations*, viewed the economic progress during which Baby Boomers lived, as one of many other privileged circumstances which made personal growth and optimism un-useful.

Based on Okrent’s (2000) article, *twilight of the boomers*, Baby Boomers are a self-centered generation, a generation that defined itself through extravagance but not through sacrifice as its parents had.

Business Week, 3 November 1997 reported that Baby Boomers are hard workers; they spend money in a conservative way because they save part of it for retirement, and care about their own and their children’s economic future.

The advancement of technology in the last ten to fifteen years has been extensive. The impact of new technology should not be underestimated on the impact it has on the

company today. Two of the greatest innovations that impacted any generation are the Internet and electronic mail. Zetlin (1995) in his article, *Is it worth keeping older salespeople*, claimed that Baby Boomers are afraid to try something new, to make mistakes and to look bad. They are resistant to any kind of changes even technological changes.

Raths (1999) in his article, *bridging the generation gap*, stated that older people are not interested to take advantage of training opportunities or are not promoted because of their closeness to retirement.

Zemke, R., Raines, C. & Filipczak, B. (2000) in their book *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, stated that a Boomer childhood consisted of a nuclear family where Dad worked and Mom stayed at home. These parents doted on the young Boomers and viewed them as the generation that was going to change the world. Baby Boomers think of themselves as stars of the show. They tend to be optimistic. They believe in growth and expansion. The overall feeling of optimism and promise had a tremendous impact on the developing psyches of the Baby Boomers.

Nowadays they continue looking at the world in terms of its infinite possibilities, something to be shaped and played with, aggressively, not passively, as a spectator might. At school, they learned to “work well with others” since the sheer numbers of their generation overwhelmed school systems and necessitated teamwork and collaboration. They were the first generation to be graded on their report cards for “shares materials with classmates” and “works with others.” If Baby boomers are not satisfied in their marriage, they divorce searching for another, the same will happen for the unsatisfactory job. Thus the purpose of the world they lived in was to actively serve their needs, wants, and whims.

2.1.4 Their working style

In the workforce, Boomers worked relentlessly in pursuit of goals, often at the expense of marriages, family, and personal lives. Boomer women began to enter the workforce as the influence of the feminist movement grew and reinforced the independence characterized by Boomers. Day care and nannies allowed Boomer's parents to work tiring, yet supposedly fulfilling, 60-hour workweeks. Work became more than just putting food on the table; it became their *raison d'être*. Baby Boomers invented the phrase "Thank God, it is Monday". (Zemke, R., Raines, C., & Filipczak, B (1999), *Generation Gaps in the classroom*).

Some of the assets baby boomers bring to the job include: a service-oriented attitude, driven, willing to go the extra mile, good at relationships, eager to please, and good team players. Boomers are eagerly concerned about participation in the workplace, about bringing heart and humanity to the office, and about creating a fair and level playing field for all. Some of their liabilities include that they are not naturally budget minded, uncomfortable with conflict, reluctant to challenge peers, may put process ahead of result, overly sensitive to feedback, judgmental of those who see things differently, and self-centered (Zemke, Raines, and Filipczak 2000, p.76).

Coolidge (1999) in his article, *Generations Apart*, commented that Boomers started the "workaholic" trend. The difference between Traditionalists and Boomers is that Boomers value the hard work because they view it as necessary for moving to the next level of success while Traditionalists work hard because they feel that it is the right thing to do. Baby Boomers' work styles are value incorporation, with emphasis on the process of how work gets done.

All along their career, Baby Boomers try to accomplish their personal and financial needs. Even after retirement they will search to start a second career. In the marketplace, Baby boomers feel that they are always qualified to be on top and in charge. (Alverson (1999), *The New Generation Gap*).

Boomers tend to be optimistic and team oriented. They are very involved with work and want to ensure that they have grown personally and professionally. Early Boomers put in a lot of overtime. Stoneman (1998) in his book, *Beyond rocking the ages*, showed that as Baby boomers age and are thinking about retirement, many Boomers are reevaluating their lives and work is taking second place. Baby Boomers are going to work long into their 60s and 70s. They will probably change their work styles, but they will stay involved in the workplace. Like many other generation, Boomers want more flexibility in work hours to take care of family matters.

Boomers have traditionally been brought up in a work environment that respected authority and hierarchy. Loyalty to the company was rewarded through promotions based on seniority. However, things have been changing and along with them, Boomers have too. Because of a rapidly shifting work force and corporate restructuring, many Boomers have changed jobs much more frequently than their parents. The preferred learning environment of the Baby Boomers is interactive and not authoritarian. So this group embraces a team based approach to business—they are eager to get rid of the command and control style of their Traditionalist predecessors. (Zemke, R., Raines, C., & Filipczak, B (1999), *Generation Gaps in the classroom*). They are free to form any relationships with skilled people.

For this generation “work ethic” and “worth ethic” are synonyms. Business is their field of battle, the competitor their enemy. They try to define themselves through their jobs and to achieve their identity by the work they perform.

Zemke, R., Raines, C., & Filipczak, B explain some of the Baby Boomers’ working style, in their book, *Generations at Work, Managing the Clash of Veterans, Boomers, Xers, Nexters in Your Workplace*. Participative management requires great skill in understanding, listening, communicating, motivating, and delegating. Many Boomer managers are lacking in these areas and are in need of development in order to become the leader with the style to which they aspire. As they grow increasingly more influential in the workplace, the Boomers will simultaneously attempt to achieve a more balanced work life. In the 1970s, the term “workaholic” was coined to describe their work ethic. One-third of Boomers say they would quit altogether if they could live comfortably without their salaries; the absolute fact is that most cannot. Some cynics suggest that teamwork and participation have only become fashionable as Boomers have figured out that the road to the top of their corporation is already fully occupied. When they are in leadership roles, their tendency is toward a collegial, consensual, sometimes benignly despotic style. They are the ones who advocated turning the traditional corporate hierarchy upside down. Their motivations for their advocacy aside, they are genuinely passionate and concerned about participation and spirit in the workplace, about bringing heart and humanity to the office, and about creating a fair and level playing field for all. A large segment expresses a preference for work environments that are democratic, humane, and casual. They have carried their need for affiliation with them into the workplace, where they have advocated teams and team building, consensus, quality circles, and participative management. They prefer a workplace where there is a lot of room

for relationships. They are not, however, as good at sharing as they would like to be thought of. The slogan “all for one and one is me” is not foreign to a sizable number.

According to Zemke, Raines and Filipczak, authors of *Generation Gaps in the classroom*, Baby Boomers have learned to question their superiors on the job, rather than blindly accepting that what’s good for the company should also be good for them. Boomers who were brought up in an era of self-help movements are now turning to coaching their own personal professional development. So Baby boomers can be considered an optimistic generation and its members are usually attracted to the teamwork concept, and they prefer living an interactive environment not an authoritarian one. This generation was free to form any kind of relationships and networks.

2.1.5 Conclusion

From the previous study mentioned above, Baby Boomers were born between 1943 and 1964. The overall characteristics of Baby Boomers indicate that their core values are optimism, team orientation, personal gratification, health and wellness, personal growth, youth, work, and involvement. Baby Boomers also redefined roles, promoted equality, left unfulfilling relationships to seek more fulfilling ones, sought immediate gratification, and manipulated the rules to meet their own needs.

On the job Baby Boomers are service oriented, driven, willing to go the extra mile, good at relationships, want to please, and good team players. They are not naturally “budget minded”, uncomfortable with conflict, reluctant to go against peers, may put process ahead of result, overly sensitive to feedback, judgmental of those who see things differently, and self-centered.

2.2 Characteristics of Generation X

2.2.1 Their background

The business world is a constantly changing one, a phenomenon that has become startlingly apparent within the past two decades. To compound these staggering changes, a new generation of worker has come of age, the age group that has become popularly known as "Generation X" by authors of contemporary literature, the media, and even by social and business experts.

The generation of Americans born between 1960 and 1980 - the children of the Baby Boomers - were classified as baby-busters since they are doubtfully one of the smallest demographic generations, slackers because of the ostensible absence of work ethic, twenty Somethings, the generation without a conscience, the lost generation, the 13th generation, the "me" generation, but most commonly and most enigmatically as Generation X, (Slattery, L. (1999). *Generation X to Generation Next. Egoist*. Available Online. (WWW: <http://members.tripod.com/barneygrant/GenxLS.htm>.)

In their article, *Generation Gaps in the classroom*, Zemke, Raines and Filipczak (1999) noted that Generation X who was born between 1961 and 1980 grew up as latchkey kids during Post-Watergate era, energy crisis, women's liberation movement, Nixon resign, Carter elected president, Jonestown, Massive corporate layoffs, Regan elected, The Challenger disaster, Air traffic controllers fired and US troops invade Grenada.

Generation X - The Workforce of the Future, 46, October. New Haven, CT: Rainmaker Thinking, Inc. defined this group to be people born between 1963 and 1977. "The definition of Generation X is not clear depending on who is asked, Generation X is made up

of people born between 1965 and 1980, 1965 and 1975, 1961 and 1981, 1964 and 1979 or since the mid-1960s"

Hedden (2000) in his online article, *Twenty Somethings: Managing the New Breed of Employee*, stated that no one can specify the exact demographic boundaries of this group. This generation can include the one who was born between 1960 and 1980 or 1965 and 1985. Some social trends and cultural events which happened during their first 20 years created the characters of this cohort.

In the article, *Generations Apart*, a different view was declared by Coolidge (1999); that Generation X constitute one third of all US workers. He broadly defined this generation as those who were born between 1969 and 1979.

Broderick (1998) claimed in his article, *Managing Diversity*, that Baby Busters are entering now professional, secretarial and lower management positions. Baby Busters believe that advantage and respect come automatically, they can't be earned. Baby Busters are the workers who born after 1964.

The New Generation Gap, an article written by Alverson (1999), emphasized that declining incomes, divorce, homelessness, troubled education system, drug and crime have invaded the 13th generation's world. They are the lost group of the modern age. In the 80s the world passed by many troubles for example, recession, economic turmoil, and the crash of the stock market in 1987. Generation X witnessed all these issues. Between 1961 and 1981, the era of fast food and instant satisfaction growth, Generation X was born. They were described as latchkey kids.

In their book, *Generations at Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Zemke, Raines, and Filipczak (2000) described Xers as a

self-reliant generation. They lived in a family where parents were absent for two reasons: the first was because of divorce and the second was because mom and dad were working. So the sense of family was absent, these kids were neglected and not given too much attention. In the absence of family, this generation tried to search for a substitute. This substitute was a group of close friends. Even on the job, managers see similar tight-knit groups of young workers who socialize both during and after work. Like other authors, Zemke, Raines, and Filipeczak stated that Generation X came in an era of fallen heroes, economic problems and skyrocket divorce. This generation was the first to live life style accessories that produced latchkey kid.

Stoneman (1998) in his article, *Beyond rocking the ages*, said that Generation X experienced the downsizing of the late 80s. They lived in a family obsessed to win and control. The Baby Boomers took for granted the existence of the social and interpersonal securities in addition to the safety and strong infrastructure as a path to success. But all these elements were absent for the Xers in the 80s.

Capitalizing on a generation gap, an article written by Schizas (1999), noted that Generation X grew up in a more difficult time than their parents. This time taught them that the development of different aspirations and skills are essential in life. In a decade full of disappointment, divested infrastructures and absence of clear distinction in the world between good and bad choices, Generation X grew up. Living this decade, Xers were convinced to be self-dependent. They were characterized by their positive response to challenges and their entrepreneurial spirit. The large institutions (e.g. government, educational) were not able to teach them the latest needed smart practical know-how.

According to his article, *The X-er Files*, Corbo (1997) have said that Generation X doesn't have a clear identity. This generation, which was born between 1961 and 1980, is also known under the name of 13th generation. But he also mentioned that the core group of this generation was born between 1965 and 1975. Around half of this generation (40%) grew up in a separated or divorced family. It was the first generation known as latchkey children. The media like CNN and MTV had a huge influence on their culture. This generation is joining the marketplace in groups. Compared to other generations, Xers' elementary and middle-school childhood received the lowest supervision. Xers had decreased feelings about estrangement, practical approach to problems and affairs, traditionalism, misanthropy and separation.

In his article, *Xers VS Boomers: teamwork or trouble?*, Flynn (1996) stated that Generation X who were born roughly between 1963 and 1981, grew up during the computer revolution, the advent of MTV sound bites and a business world suffering from massive layoffs and corporate downsizing.

Management strategies: The A-B-C's of managing Generation X, the online article written by Cox (2000), said the Generation X grew up with the IT revolution. They spent the majority of their time alone because parents were outside home working. The occurrence of the unforeseen events and the downsizing due to technological revolution had a radical change on the career of Xers' working parents.

Because of their short attention span, Xers were referred to as MTV generation. Nagle (2000) in his online article, *Coaching Generation X*, saw that Generation X was educated to always expect some changes especially after they saw their parents leaving work at the age of fifty.

Generation X was viewed by Cole (1999) as post-Baby Boomers who were born between 1965 and 1981 in his article, *The art of wooing Gen Xers*.

The darkness which surrounds the economic outlook of young people forced them to believe that they will not be financially as good as their parents and grand parents. The chance of finding job and salary satisfying their needs and wants appear discouraging.

Generation X is the first who spent a significant amount of time in daycare. The average income of young people with one or two college degrees was facing a significant decrease.

Losyk (1997)

2.2.2 Their characters

The online article, *Managing Generation X*, described Xers as a demanding generation who have the ability to organize, manage and assume the risks of a business; in addition they are a flexible and techno-literate generation.

According to Smith (2000), Xers give too much value to diversity in workplace. They are practical know-how and entrepreneurial. This generation has a good understanding about media and communications. The important factor that reshaped the lifestyle and the workplace of Xers is the background from where they came. From an environment that gave too much value to global and culture diversity.

Generations Apart, an article written by Coolidge (1999), declared that Generation X grew up in a family where parents were always absent because of work. Their era witnessed the invasion of new technologies, overabundance of information, downsizing, and high rate of divorce.

In his article, *The New Generation Gap*, Alverson (1999) agreed that 13th generation was the only generation who grew up in the era of media and overabundance of information. This generation always expects a quick feedback in the work because they are used to get immediate results while using PCs, microprocessors and game boys (e.g. Nintendo, PlayStation, or Xbox). The principle elements, which direct Xers' work, play and life, are technologies and information.

Broderick (1998) in his article, *Managing Diversity*, claimed that Baby Busters feel more comfortable with technology and have a good understanding about computers.

Can generation Xers be trained?, an article written by Caudron (1997) said that being knowledgeable in technology is due to the presence of computers at home during Xers' growth. In workplace Xers like to get quick feedback and answers. Surfing the net and checking new technologies in the market was a mouse-click away. Before spending their time to learn how things get done, Xers always want to know the objectives behind that.

Ruch (2002) emphasized in his article, *How to Keep Gen X Employees From Becoming X-Employees*, that Internet and microwaves are time saving devices while portable CD players and cellular phones are devices which enable flexibility. With these two devices, the Generation X grew up. That's why this generation is used to work fast, to get quick results, and to process many things at the same time.

This generation got accustomed to video games, MTV, computers and high technology; because many young spent too much time at home. At there early age, they had to take the responsibility of a family, to work in a part time job. All this made them to have an individualistic, self-absorbed and freedom-minded personality. In his article, *Generation X*, Losyk (1997) also insisted that this generation was able to understand and work with any

software program, because it already had a computer literacy since childhood. So computers and technologies don't make for them any problems, in opposite Xers always search for challenges in cyberspace. Xers are comfortable with close-up cameras, sound bytes, quick-changing and sharp images because they grew up with information technology (IT).

2.2.3 Their working styles

Zemke, Raines and Filipczak (1999) in their article, *Generation Gaps in the classroom*, stated that all along their lives Xers kept on changing houses, cities and parents that's why they feel relaxed with changes. Xers don't live to work but they work to live. Stability in life meant a lot for them. They hate to be closely managed; they always search for flexibility and response.

In their book, *Generations at Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Zemke, Raines, and Filipczak (2000) viewed that in case Xers didn't find a sense of family somewhere, they look for it in their work. Being raised in an environment where parents were absent, Xers always feel tenderness and compassion to the family spirit. Xers' parents lived to work while young generation worked to live and all they need a balance between the two. Xers were being described as informal generation whose traditional orientation about space and time was absent. They were careless about working hours. Generation X worked in an environment or marketplace where hierarchical relationships were already lost. They view power as something occasional or accidental. Xers were also viewed as an uncertain generation attracted to the extremes. Corporations, that gave flexible working hours, independence, blended work with humor and fun, are the preferable working place for Xers. Even in a comfortable working environment where some corporate

politics are avoided and Xers feel independent; Generation X always try not to be spiritually in touch with their jobs. Although Xers like to choose their own team members, they were pushed to accept any team structure searching for family spirit. In early years, Xers worked hard to develop their own skills and their quick learning ability. This contributes to describe Xers as a virtual self-developing generation. A group of friends hanging together, playing, and working as a team made Xers to appreciate "Friends" ethic in their personal lives.

It's just a job generation X at work, an article written by Filipczak (1994), noted that in the absent consideration of job security in the 80s and 90s, twentysomething generation joined the marketplace. Xers' perceptions on the working world were formed during an era of economic crises and parents leaving jobs for unknown reasons. Xers were always changing jobs from one to another hoping to find a better one with every move. That's why the members of Generation X consider their work as temporary. Putting a young worker in a good job dominated by fierce dispositions and actions will not work out to gain worker's loyalty to the company. This is because Xers view all jobs as temporary work. Xers see the jump ship as a sure mean for increasing job satisfaction or incomes. They tend or seek to search for new job inside or outside the company when their actual job becomes boring. Generation X has a huge capacity to concentrate on multiple issues at the same time and to process a lot of information. Xers surpassed in achieving separation of their lives into isolated categories. This totally contradicts Boomers who considered life, work and family should be integrated together to form a body. Xers don't like to be always supervised, managed and constantly checked by their managers. Young workers are not used on closely supervision due to their latchkey childhood. Xers believe in their ability to offer extremely good results if they were left to work in their own.

According to the article *Generations Apart*, Coolidge (1999) declared that Xers' working style is based on the total independence, on self-control, on fast reaction and on techno literacy.

In his article, *The New Generation Gap*, Alverson (1999) said that in comparing Xers with previous generations, their members were the earliest in taking adult responsibilities. This contributed in making this generation more and more independent. Xers want to achieve their individual success without taking into consideration the team-work organizations that corporate America is making itself into.

Filipcjak (1994) in his article, *It's just a job generation X at work*, said that Xers see work is work and life is life where the two shouldn't meet. They saw their parents leaving work as victims of downsizing after long years of sacrifices. Xers expressed their arrogance and their ill will about the amount of time which was spent by their parents at work. They were the first wave of latchkey kids who invaded the workplace. They were annoyed to see their bosses working hard to death. During working hours, Xers don't look with too little concern to sudden family issues, they tend to leave early or miss work. This behavior makes their bosses look at them in an unsatisfied way. Living with a divorced family or with mom and dad always absent because of work Generation X a strong incentive to spend more time with their spouses, children, and to avoid falling into the parents' mistakes. In Xer's opinion work is what you do in order for you to have a life.

According to Ruch (2000) in the early 90s, Xers were convinced that nothing is certain in corporate world because they were living the era of struggling market job situation. Xers seek constant change in their jobs to enrich and to sharpen their skills. They were only

loyal to their own skills. Usually Xers value individuals over the chain of command and try to achieve their own personal goals.

In an article called *The X-er File*, Corbo (1997) viewed that Xers like to work alone and to be coached when it's needed. They don't like to be directly supervised. They were being motivated by a practical reward system as opposed to an idealistic one and by training. This generation became more wanted in the marketplace after they added new skills by passing through multiple training sessions.

Stoneman (1998) in his article, *Beyond rocking the ages*, described that the acceptance of diversity is one of the shared values between Xers. The acceptance of fragmentation and extreme individuality between Xers make them unified. The decision making should reflect how these values have been shared.

According to *Stereotype generation X at your peril* (1998), when Xers feel that the company doesn't offer them what they want, they become disloyal and criticize the corporate politics. But we should not forget that Xers are team-workers, having the desire to achieve a particular goal using their technological skills. The Generation X are freed from "work hard, spend hard" illusion ethic of the eighties.

In his article, *What Gen Xers Want From Work*, Adams III (1999) stated that Xers, the latchkey children, have been taught to be self-dependent after being raised in families where parents were always absent. The feelings of distrust toward employer didn't come up haphazardly; it dates back to when Xers witnessed their parents being the victims of corporate downsizing and mergers after hard working years. Work has been seen by Generation X as a lifestyle decision rather than a way to support them.

Cox (2000) in his online article, *Management strategies: The A-B-C's of managing Generation X*, said that being raised in a less unified environment and as latchkey kids, Xers were obliged to solve their problems in a creative way and to be independent. This independence approach has been carried since childhood and in adulthood as well. Xers dislike being managed by supervisors; they prefer being independent, managing their own problems and time, and having clear goals to accomplish. They have the ability to adapt easily to new situations, and people because they are very flexible and adaptable generation. Generation X was always excited to receive the results of their work.

The coming of the X managers, an article written by Woodward (2000), declared that Xers are a multi-functioning generation; they can keep lot of balls in the air in the same time. Generation X is more involved in welcoming new ideas, discovering out why people behave the way they do and in being inclusive. Xers seek to take an individual approach accompanied with flexibility in work. They matured before their age. They were good in group-building and in cooperative work.

According to Hedden (2000) in his article, *Twenty Somethings: Managing the New Breed of Employee*, whether it's a career or a marriage, Xers show resistance to entrust. They try hard to have a balance between their professional and personal lives. Generation X avoids being described as a materialistic generation like Baby Boomers. Xers were leaders of change and technology. They await to participate in decision making, to have the opportunity to face new challenges and to learn new skills taking into consideration the fun in the work. Generation X wants to do meaningful work in addition to balance and flexibility. They have the will to learn, to grow and to play a significant role in bringing about a result.

Cole (1999) in his article, *The art of wooing Gen Xers*, said that Generation X doesn't have the feeling of loyalty to their employers. They entered work to earn a big income and were careless about retirement plans. They were more attracted to constant feedback and short-term rewards. Challenging and interesting work is essential in avoiding Xers getting bored. This is a group of employees who want quick feedback and encouragement. Having a self-reliant and independent personality is because they grew up as latchkey kids. Generation X can manage issues easily and accept diversity more than previous generations.

Coaching Generation X, an article written by Nagle (2000) claimed that Xers don't like to have a lot of meetings or to spend too much time talking about things. They want to get in, accomplish the job and move to the next step. To build new skills, Xers have to be exposed to new challenges. Xer is a multi-task generation having the ability to process a lot of information.

Based on the article, *Generation X*, Losyk (1997) stated that because it takes people sometime to prove that they are worthy to be respected; Xers don't show direct respect to people even if they were old or wise. But Xers want people to respect them without any condition. They always ask about the reason and about the objective being done. Young workers don't like to get orders but they expect some attention in the workplace.

Xers are a self-reliant generation that has a very good ability to manage, to get its own job done. Xers value their own problems independently without relying on anybody. It's the first generation that got raised in a family where the two parents were working. (Caudron 1997)

2.2.3 Discussion In his article, *Xers VS Boomers: teamwork or trouble?*, Flynn noted that managers can win the new kind of Xers' loyalty if they make or form a new exchangeable workplace based on the relationship of short-term mutual benefits. After the job and pension security era, Generation X entered the working environment. Xers are not disloyal and don't lack attention but on the contrary they are eager to learn and like to dive through. They have the ability to grasp quickly a lot of information. Information technology had a big influence on how Generation X learn and think. The entrepreneurial and individualistic style that characterize this generation shouldn't be taken as arrogance.

The X generation an article written by Macalister (1994) claimed that Generation X wants to be different from their friends. They want a unique, interesting and different good looking job. Xers have an abnormal desire for excitement. They prefer entertainment and excitement in working environment. This generation likes to have projects and assignments for few weeks or months but not years. Xers don't like to have a boring job. The delay in commitment enables them to carefully appraise and study open options.

2.2.4 Conclusion

As the previous study shows, Generation Xers were born between 1961 and 1980. The overall characteristics of Generation X demonstrate that their core values are diversity, thinking globally, balance, techno literacy, fun, informality, self-reliance, and pragmatism. When this generation is on the job, they are adaptable, techno literate, independent, un-intimidated by authority, and creative.

2.3 Differentiations between Baby Boomers and Generation X

2.3.1 Introduction

It became hard for the generations to reach mutual understanding regarding differences in behaviors, lifestyles, attitudes and values. Conflicts over power and respect have been nurtured in the absence of hierarchy and communication inside organizations based on the article written by Ruch (2000), *How to Keep Gen X Employees From Becoming X-Employees*.

2.3.2 Background

Stoneman (1998) in his article, *Beyond rocking the ages*, said that Generation X experienced downsizing in the late eighties which had a negative effect on this generation. Their parents were obsessed to control and to win. In the eighties, Xers lived social and interpersonal insecurities in addition to a division in safety net and infrastructure. These factors were assumed to be a real path to success in the era of Baby Boomers.

In his article, *Generation X: Makes this generation different?*, Rogers (2000) stated that during Generation X period computers were invented having a huge effect on how Xers got information and accomplished their work. Computers imposed changes in culture. The computer illiteracy in the Xers' age is similar to the print illiteracy of past generations. Not to mention that Boomers were raised around television whereas Xers with computers. During Baby Boomers period the color TV was invented.

Based on the article written by Ruch (2000), *How to Keep Gen X Employees From Becoming X-Employees*, Generation X grew in a period where there was a decrease in

benefits, wages and inequality in economical growth. The common experiences lived by a generation form a sensible link between its members. In comparing the experiences of Baby Boomers with Generation X, the ones of Xers are much more different. Baby Boomers lived an era of unparallel upward mobility at the end of War World II.

According to Macalister's (1994) article, *The X generation*, in the post-Eisenhower era, Boomers grew up in a family where dad worked and mom remained at home. Nowadays this type of traditional nuclear family is disappearing. In their childhood, Baby Boomers were told "you are wonderful, you are the center of the universe and you can accomplish anything you want to". Even if they reach ninety years old they always have the same feelings.

Whereas 40% of the Xers came out from broken and divorced families and they became neglected. In comparison to previous decade, the number of latchkey kids was tripled in the 70s.

2.3.3 Attitude

What Gen Xers Want From Work, an article written by Adams III (1999) mentioned that what counts most for Xers is the contribution not the tenure. Some studies show that Xers are loyal to their companies but they define loyalty differently than Baby Boomers. Other studies show that Generation X is more encouraged to take the responsibility of the development of their career than older colleagues. Xers can't handle hypocrisy in the workplace.

Zemke, R., Raines, C. & Filipczak, B (2000) in their book, *Generations At Work* *Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, stated that Baby Boomers see world in an optimistic way while Xers see it in a doubtful way. So there is

a difference in the world view between the two generations. Baby Boomers are driven by work ethic while Xers are balanced. Love/hate is how the authority is viewed by Baby Boomers, while Xers are not impressed. Xer's leadership is by competence while Boomers' is by consensus. In relationships, Xers are not willing to trust whereas Baby Boomers' stress is on personal satisfaction. Boomers move toward political properness meanwhile Generation X looks for promotions.

Filipcjak (1994) declared in his article, *It's just a job generation X at work*, that Xers were not satisfied to see their Baby Boomers bosses became addicted to work (workaholics), and to notice their parents were victims of downsizing after long years of hard work. For Xers work is work and life is life; these two can't meet.

2.3.4 Life style

In her article, *Generation X and the Public Employee*, Jurkiewicz (2000) viewed that Xers prefer to substitute leisure time with high compensation. For Baby Boomers quality of life is more important than money while for Generation X it's not, money is their priority.

2.3.5 Working style

Alverson (1999) in his article, *The New Generation Gap*, stated that since high school, the 13th generation (another name of Generation X) began working having a strong desire for changes. The majority are with the idea of stopping overtimes at work. In the past employees who worked over forty hours were more exposed to unemployment than any other employees. Most of Xer's parents are Boomers, exhausted at work. After Xers saw their parents burn out at work, they have no intention of making the same mistake. They want their

earned money to be used to improve their quality of life. The 13th generation seeks balance. In the Boomers managers' opinion, Xers' ideas are annoying. As more young enter the workplace the old style of working and playing hard will vanish. But this continuous change is also hard to be accepted by some people. This change in work ethic comes from the backgrounds of today's youth. Baby Boomers were committed to work and were always present. In Boomer's opinion "if he feels bad at home, he will not feel any worse at work". But in Xer's opinion "if he has a headache, he will not go to work". The three missing things today are loyalty to employers, the importance of work and commitment.

Based on what Ruch (2000) said in his article, *How to Keep Gen X Employees From Becoming X-Employees*, working for a Baby Boomer manager, Xers find it hard when this manager exercises general management skills but is lacking specialized knowledge and technical skills.

The X-er Files, an article written by Corbo (1997) affirmed that this is similar to the 60s' type of generation gap discourse but with some sarcastic twists. Boomers changed their opinion during this period of time; they nag more than Xers about the present workplace matters. As they aren't prepared to have new careers, they have a problem accepting the changes widespread. Many were used to separate between their working life and their personal one. In opposition, Xers enjoy sharing personal matters and lives away from work. They are interested in getting to know their colleagues. There are three qualifications which differentiate Xers from others: work ethic, attitude and basic skills. These could be seen positively from the Xer's point of view. Because Xers' workaholic parents were forced to resign and complain about corporate politics, jobs were seen as temporary by Xers. Their additional work purpose is to increase job satisfaction or their earnings by constant shifting

from a job to another. To older workers, Xers might appear disloyal but for Xers there isn't an existing contract to be broken. Many employers considered that flexibility instead of instability. Xers enjoyed temporary works and side promotions. As they are not interested in keeping the same post too long, they stress on the gains. They can use time off and childcare instead of planned position.

Losyk (1997) in his article, Generation X, stated that Xers belong to a more divert generation lacking loyalty and commitment in comparison to Baby Boomers. In later age, Xers seem to do more things than their parents. Baby Boomers were excited to leave home, while Xers took their time staying at home and graduating from college.

In the article called *The art of wooing Gen Xers*, Cole (1999) mentioned that Xers get bored easily if there is no challenging atmosphere at work. Motives such as stock options and retirement plans attract more Baby Boomers than Xers. Xers expect and want a different work environment than the one of Baby Boomers. In the same article, Cole (1999) stated that yesterday it was: "Thank you for the job opportunity, I will try to please you. Today, it is: "Here is why I want to stay with the company, and if I am not happy and if I am not having fun, I will take my skills elsewhere." Many young workers are building their way up the corporate ladder showing to be misanthropic like their entrepreneurial equivalents though their working force is directed to small start-up businesses.

Xers attain the problem differently than Boomer. Xers try to treat employees with a balanced way opposed to the 30s' authoritative method. Baby Boomers' perception is that they like to have a lot of meetings throughout the lifetime of a project whereas Xers' perception is that employees will come to them for guidance (help) only if there is a problem concerning the given assignments.

Generation X tries to be more independent and relaxed with information and technology than Baby Boomer. According to Cox (2000), *Management strategies: The A-B-C's of managing Generation X*, Xers are satisfied by their ability of selecting information which is needed. They teach these skills to older workers complaining about information's overload.

Generation X like to have full control over how, when and where to work. While Baby Boomers induced the way to family-friendly work practices, Xers want employers to tilt the balance even more. One of the main differences between the two generations is not being able to handle inflexibility. (Coolidge (1997) *I'm new; when's vacation?*)

Martinez (1995) in her article, *Generation X has good attitude*, said that in comparison to any other generations, Xers have a positive attitude towards the workplace while Baby Boomers looked less positive. Maybe the short work time donated in the marketplace is the cause behind Xers having this positive attitude. Another possibility is that Xers maybe entered the workplace with more realistic expectations than Baby Boomers.

Based on what was mentioned in Wiant's (1999) article, *Are you listening to your employees?*, whenever a company doesn't offer new challenges and rewards, employees will leave their jobs. Thinking about what was beneficial for the company is the difference between old employees from today's employees. That is, how could the employees help the company be successful? Wiant also stated in the same article that Expressions such as "pay your dues and you will climb the ladder," "there are lot of people who would like this job," and "we will train you" were commonly heard. Statements that resonate with today's Generation X are "pursue our corporate goals and your own goals at the same time" and "seek out as much knowledge and as many skills as you can." Loyalty is considered for

granted to the workers of last generation. Xers always want proofs of individual rewards at work. They underestimate their value to the organization.

According to Stauffer (1997), *For generation Xers, what counts isn't all work or All play*, each of these two generations has its own unique independent value system.

2.3.6 Life experience

In his article, *Can generation Xers be trained?* Caudron (1997) mentioned that the difference in communication style, values and life experiences between Boomers and Xers generation made the traditional training useless and not working anymore. TV show “Father Knows Best” should be replaced by MTV as a communication with young employees. Older workers try to go up the ladder step by step while Xers show their leaning to jump around. This is due to their ability to grasp information quickly and to concentrate on multiple issues at the same time, so it doesn't imply a lack of attention.

Table 1 below summarizes all the important differences between Baby Boomers and Generation X.

Table 1 below summarizes all the important differences between Baby Boomers and Generation X. Boomers tend to be more diplomatic in their communication, while Xers are more direct. Boomers tend to be impressed with authority, while Xers are unfazed by it. Boomers tend to seek approval, while Xers are indifferent towards it. Boomers see natural resources as abundant, while Xers are aware of their scarcity. Boomers are protective of established policies and procedures, while Xers are mistrustful of them. Boomers are more team-oriented, while Xers are more self-reliant. Boomers have a more driven work ethic, while Xers are more balanced in their view of work. Xers are more task-oriented in their focus, while Boomers are more relationship-oriented. Boomers acquire technology, while Xers assimilate technology. Boomers see a better world in the future, while Xers are more concerned about survival in the

Table 1

Delineators between Xers and Baby Boomers

Categories	Xers	Boomers
Perspective on work	Job	Career
Communication	Blunt	Diplomatic
Authority	Unfazed	Impressed
Approval	Indifferent	Seek validation
Resources	Scarce	Abundant
Policies and Procedures	Mistrustful	Protective
Reliance	Task and Results	Relationship and results
Work ethics	Balanced	Driven
Technology	Assimilated	Acquired
Entitlement	Merit	Experience
Perspective on the future	Survival	A better world

Source: Raines and Hunt 2000, pp 51

So Table 1 compares the perspectives of Baby Boomers with Generation Xers in various aspects of daily life. With regard to their perspective on work, Boomers tend to think of work in terms of career, while Xers think of work as a job. Boomers tend to be more diplomatic in their style of communication, while Xers are more direct and blunt. Boomers tend to be impressed with authority, while Xers are unfazed by it. Boomers tend to seek approval, while Xers are indifferent towards it. Boomers see natural resources as abundant, while Xers are aware of their scarcity. Boomers are protective of established policies and procedures, while Xers are mistrustful of them. Boomers are more team-oriented, while Xers are more self-reliant. Boomers have a more driven work ethic, while Xers are more balanced in their view of work. Xers are more task-oriented in their focus, while Boomers are more relationship-oriented. Boomers acquire technology, while Xers assimilate technology. Boomers see a better world in the future, while Xers are more concerned about survival in the

future. All of this is to say that the generations look at life differently. Generational differences can be seen in the workplace, in the church, in the family, in the entertainment industry, and in society in general.

Based on the unique behavioral traits of the different generations, it is imperative to recognize what motivates them. If the same business management methods are used for all individuals, regardless of generation, unhappy business units will evolve.

2.4.1.1 Baby Boomers

R C Leone (1997) in his article "Why boomers don't spell bust," stated that Baby Boomers are very different from Generation Xers and respond to a variety of motivators. They thrive when allowed to take risks and work independently. They work well with general goals, are intuitive, and detest performance evaluations. Baby Boomers often will work long hours as long as they receive appropriate compensation. Time with family often is not their driving force, and job security with moderate stimulation is extremely important. A summary of Baby Boomers' motivation factors and workplace ideals which were mentioned above are listed in Table 2 and Table 3.

2.4.1.2 Generation X

Generation Xers are not motivated by the same things as their predecessors, and indeed, Baby Boomers in Business management positions often are perplexed by the idiosyncrasies they see in the upcoming generation.

2.4 Generation Motivators and Demotivators

2.4.1 Generation Motivators

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2.4.1.2 Generation X

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2.4.1.2.1 Opportunities to learn.

In his article, *Can generation Xers be trained?*, Caudron (1997) claimed that Xer workers want to learn by doing. These professionals stay motivated with challenging assignments that allow them to learn new skills. Generation Xers tend to gravitate to businesses that enable them to work in specialty areas, improving their credentials. They often see this relationship as a conduit for a more promising career. Unlike previous generations, Xers recognize that their careers cannot be founded securely with any one employer. They are more likely to regard companies as places to grow, not places to grow old. In light of this, managers should provide many options to broaden Xers' self-learning desires. They must find ways to increase Xers' learning opportunities, marketability, and expertise. Managers need to understand that Xers consider themselves free agents, and they expect to build career security, not job security.

2.4.1.2.2 Positive feedback.

Xers thrive on praise. Scheduled formal feedback sessions are very important and necessary to Xers. Small, unexpected rewards for a job well done are greatly appreciated. (Tulgan (1996), *Common misconceptions about Generation X*).

2.4.1.2.3 Flexibility.

Xers also are motivated by flexible schedules, job sharing opportunities, and jobs that allow them to spend time with their family and friends - their number one priority. A

summary of Xers' motivation factors and workplace ideals which were mentioned above are listed in Table 2 and Table3.

Table 2

Motivators

Baby Boomers	Generation X
Adventure	Recognition and Praise
Independence and Risk	Opportunities to learn new things
General Goals	Individual time with managers
Creativity	Time with families and friends
Moderate Stimulation	High stimulations

Table 3

**Workplace
Ideals**

Baby Boomers	Generation X
Control	Capitalize on skills
Compensation	Adequate funds for training
Competence	Short Training Events

2.4.2 Generation Demotivators

Understanding the demotivators for both Xers and Baby Boomers may call for a change in the way business typically is performed. Leone (1997) in his article "*Why boomers don't spell bust,*" mentioned that the number one demotivator for Baby Boomers is aging.

They hate the aging process and will go to great lengths to prevent it from happening. With this in mind, managers should focus on employees' job skills and performance and not on age-related issues.

Can generation Xers be trained?, an article written by Caudron (1997) view that formal evaluation sessions are another Boomer demotivator. Boomers do not mind informal assessments, but despise having scheduled formal evaluations. The challenge for managers is to determine a method to evaluate both Xers and Baby Boomers, as it is imperative that all employees are informed about the effect their actions have on the provision of the company.

Traditionally, anecdotal teaching of "lessons learned" is used in training, and Boomers excel with this method of learning. Generation Xers, however, are not concerned with ideas from the past. In their perspective, things from the past should remain in the past. Generation X business education needs to focus on the final product or outcome, not past experiences. (Caudron (1997), *Can generation Xers be trained?*)

Tulgan (1996) said in his article, *Common misconceptions about Generation X*, that one of the greatest demotivators for many employees, especially Xers, is the inability to control their schedules. Long work assignments and inflexible hours negatively affect this generation. As employees, it is not unusual to have little input regarding scheduling and shift

lengths, and workers often do not want to pay dues for decent schedules or specialty assignments. This practice may have made sense when employees and organizations forged long-term relationships. Today, however, it is unreasonable to demand this of Xers who cannot expect job security at the end of the day.

When Baby Boomers and Xers who have different characteristics and behavioral traits work together, conflict inevitably occurs. It is imperative for managers to understand how these conflicts originate. Only then can the conflict be resolved in a timely manner to preserve staff unity. Table 4 below lists some of the de-motivation factors which can have a negative effect on the performance of Baby Boomers and Generation X at work.

Table 4

Demotivators

Baby Boomers	Generation X
Aging	Disparaging comments about their generation
Evaluations	Long work assignments
Hitting the glass ceiling	Feeling disrespected

2.5 Perception of Baby Boomers towards Generation X

Filipcak (1994) in his article, *It's just a job generation X at work*, mentioned that clashes between generations is not new, it dates back to previous generations for example "Veterans and Baby Boomers". This generational disparity was called generation gap in sixties. The stressed atmosphere between Boomers and Xers is not working much to remove elements of hostility, tension, confusion or uncertainty from the dominating mood. Boomers think that Xers are sarcastic, lazy, almost illiterate whiners and un-loyal especially to the companies they work in. This is considered striking to objective observers as majority of Boomers didn't react to layoffs directly, though some of their friends did. Managers know that the "employment contract" implying loyalty to the place of work and its security has been demolished. In addition, he stated that one of the strongest competitions between the two generations is the lack of work ethic in younger generations.

Whereas in his article, *How to Keep Gen X Employees From Becoming X-Employees*, Ruch (2000) declared that Boomers believe Xers are disloyal and not willing to pay dues. Boomer workers gave years of services and experience to the working place and were recompensed via retirement gains and job security. They were not relaxed while working in the hierarchy and waited to be promoted after years of experience and serious work. Xers, who change jobs every few years and expect rewards, aren't abiding by the regulations and they leave negative impression to Boomers.

For Xers according to Corbo (1997), *The X-er Files*, the contract didn't exist at all. It was more a sign of flexibility than instability for future employers. Generation X like limited time assignments and side promotions. As they don't intend to remain in one position for a

long time, they stress on available benefits like days off and childcare rather than grant plans.

That's why Baby Boomers see Xers as un-loyal. *and Masters in Your Workplace*, stated that

Baby Boomer Jurkiewicz (2000) stated in her article, *Generation X and the Public Employee*, that Boomers viewed Xers as disrespectful to rules and authority, un-loyal and contemptuous of paying dues to go up the ladder. *time is spent on the Internet, e-mail and they are unwilling to*

wait their Through a study done by Stroul and Michael O' Brien, results revealed that Boomers in management positions are treating badly the employees who show lack of values and are not willing to sacrifice. The mutual misunderstanding led to stereotyping spread out of the Slackers.

An article called *Stereotype generation X at your peril* (1998) mentioned that people of Boomers' generation are ranked according to the quality of contribution to their company. Xers were evaluated negatively by the older generation when it came to the quality of openness to new ideas.

Another view was presented by Adams (2000) in his article, *Generation X*, describing Baby Boomers' perception toward Xers. They see young people of late eighties as unpatriotic, materialistic, selfish, reckless, slackers, whiners, not intending to pay dues, in need for direct gratification and uncommitted to work.

For Coolidge (1999) in his article, *Generations Apart*, Boomers are convinced that Xers don't accept taking and executing orders from higher levels. They must be more patient. They resign upon failing to get their aims without sticking into work long enough to deepen in it.

According to Flynn (1996), *Xers VS Boomers: teamwork or trouble?*, Boomers see Xers scornful about paying dues, careless, un-loyal and don't respect rules.

2.6 Perceptions of Baby Boomers
Finally Zemke, Raines and Filipczak (2000) in their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, stated that Baby Boomers view Generation X as rude, slackers and lacking social skills. Boomers look at Xers as a generation doing things their own way instead of the prescribed way “Baby Boomers’ way”. Much of their time is spent on the Internet, e-mail and they are unwilling to wait their turn. All perceptions of Baby Boomers toward Generation X which were mentioned above are listed in Table 5.

Based on an article written by Miscalister (1994), *The X generation*, Xers see Baby Boomers a generation who preferred work on family, money making on community and selling out their principles. In Xers’ opinion, through the 70s and 80s Baby Boomers imposed their ways at work which had an influence in young workers’ progress. At time where downsizing and downturn dominated the workplace, Xers’ career path was locked by aged Baby Boomers.

According to Corbo (1997) it’s not surprising to see Generation preferring temporary job after seeing their hard working parents laid off and heard their complain about corporate politics.

Generation X saw their parents sacrificing their lives for their companies, but unfortunately they became victims of downsizing. Xers view that Baby Boomers gave much value to work and were more interested in positions than performance. (Ruch (2000), *How to Keep Gen X Employees From Becoming X-Employees*).

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2.6 Perception of Generation X toward Baby Boomers

Jurkiewicz (2000) stated in her article, *Generation X and the Public Employee*, that Generation X viewed Baby Boomers very cautious and like hierarchy in workplace. The period of depression that their parents were pasted by during War World II had influenced them.

In his article, *Generation X*, Losyk (1997) mentioned that Xers see Boomers as obstacles in their way. Generations X feels that Baby Boomers spent too much time partying and messing up the world that they have inherited.

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Coolidge (1999) in this article, *Generations Apart*, mentioned that Generation X sees Baby Boomers as not flexible, for example they advocate that a committee should

always be formed in order for senior management to come up with decisions. Xers think their Boomer bosses are exhausted and in need for change. In Xers' opinion, Baby Boomers like to be ranked based on position rather than performance.

An article written by Filipczak (1994), *It's just a job generation X at work*, described that Generation X believe that Boomers are arrogant hard workers applying ancestors' corporate politics which put them away from the actual economic reality.

In their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Zemke, Raines and Filipczak (2000) declared that Generation Xers see Baby Boomers as self-righteous, and workaholics. They are too political, always trying to figure out just what to say... to whom... and when. They also do a great job of talking the talk. But they do not walk the talk. They are clueless. Their words are "get out of my face", "lighten up, it is only a job", and "what is the management fad this week?". All the perceptions of how Xers see Baby Boomers are listed in Table 5.

Table 5

Perceptions of each Generation

<i>What Boomers say about ...</i>	<i>What Gen Xers say about ...</i>
Gen X	Boomers
" They are slackers "	" They are self-righteous "
" They are always doing things their way – not our way "	" They are workaholics "
" They won't wait their turn "	" Lighten up it's only a job "
" They spend too much time on the Internet and e-mail "	" What's the management fad this week "

2.7 Bridging the gap between Baby Boomers and Generation X

In his article, *Coaching Generation X*, Nagle (2000) stated that the better one knows Baby Boomers and Generation Xers, the more likely one is to have insight into their motivation. And, at the very best, understanding them may begin to remove the conflict and hostility that exists between the generations, and will lead to positive actions and results that are mutually beneficial to the individual and the organization. Nagle also noted that one of the most fundamental requirements for effective coaching is the ability to understand others' motives, values, and goals, not forcing one's own on others. A slight variation of the Golden Rule—instead of treating others as you want to be treated, one should treat others as they want to be treated. This means understanding, and accepting, that people are all different. It also means that there is no “script” for coaching; it is different for every person you coach.

The X-er Files an article written by Corbo (1997) mentioned that regardless from which background they come and what experience they have, workers can always learn from each other. By following this behavior in the workplace everyday, this will lead to form a better atmosphere for communication and understanding between generations. For Corbo, building a bridge between generations is not an easy task. The Golden Rule “Treat others as you want to be treated” can be an effective mission statement in dealing with generational differences.

Based on their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Zemke, Raines and Filipczak (2000) proposed the use of ACORN imperatives (Accommodate, Create, Operate, Respect and Nourish) as a mean to bridge the generational gap.

2.7.1 *Accommodate employee differences*

Companies should know everything about their employees, to try hard to accomplish their personal needs and to help them based on their individual choices. Companies should learn and know how to behave with internal and external customers. Nowadays one of the critical priorities for any company is to retain their employees.

2.7.2 *Create workplace choices*

Policies of the companies have the tendency to be occasional; for example in generation friendly companies, the workplace should be formed in a way to back up the customer being served, the people who work there and the work being done. Then the clear goal is to decrease bureaucracy inside firms and to shorten the chain of command.

2.7.3 *Operate from a sophisticated management style*

Friendly managers avoid using an unnecessary large number of words to express an idea because they don't have enough time. They are always straightforward to the point. These managers supply their workers with specific measures, goals and big figures allowing their employees to be free from any restraints. In their turn, managers offer them suitable feedback, reward and recognition.

2.7.4 *Respect competence and initiative*

When managers treat employees, the newly recruited as well as the old ones, they should do so as if they have precious things to offer and motivate them to do their best, then a

self-fulfilling prophecy will be reached. Managers will get the best from their employees when they expect the best.

2.7.5 *Nourish retention*

Many companies pretend to ignore the existence of the lack of employees. When employees are forced to abide by the company's command and to accomplish the demands of its culture, this will lead to an increase in employees' turnover. This atmosphere pushes workers to leave the job, putting the company under pressure to find new ones and to assume the rapid increased costs due to replacing the ones who left. On a daily base, friendly companies are interested in and stressed on retaining and on turning their workplaces into a means of attraction. In today's economy, locating and keeping customers is as important as retaining employees. Lots of training including one-on-one coaching opportunities, mutual computer-based training and a wide menu of classroom sessions are offered. Employees are not restricted to specific daily tasks only but have enlarged duties as well. Today for example the insurance agent, who investigates personal or property damage and makes estimates for effecting settlements, doesn't work to accomplish small part of the requirements but assists from its initial call to settlement check in opposite to the old working strategy. This creates variety and competition giving employees the chance to improve several skills.

In the end Zemke, Raines and Filipczak (2000) concluded that it's not necessary to have a contention between generations if there is diversity between them. Zemke, Raines and Filipczak (2000) also stated two keys leading to a competitive atmosphere between

generations in the workplace: different deployment and aggressive communication. In aggressive communication, rapid assumptions and preconceived expectations cause conflicts. To solve these conflicts, generations should address and express them out. A company is healthy if there is an over-communication and avoidance of passive-aggressive behavior. Each employee should be treated individually.

Raz (2000) in his article, *Showdown at generation gap*, viewed that in experts' opinions highly productive relationships can be formatted between young and old workers, if the surrounding environment encourages mutual understanding and respect. Raz added that while working with others, it's important to respect each others' feelings, time and space.

Raz saw that loyalty, rich experience and maybe higher productivity of old workers can have a beneficial role in decreasing the generational gap but managers and organizations must notice that and guide younger generation's ability to change, drive and challenge the status-quo. Managers should create an atmosphere of partnership where workers can benefit and learn from each other, and this can bridge the generation disparity.

Raz supported the idea of putting the right people in the right place in the organization. He added that line managers should be trained to facilitate and support rather than to control and to supervise. Young workers find it difficult to adapt to rigid structures and to inflexible management styles, due to their need for flexibility and autonomy at work. Managers should avoid giving the young and talented jobs with little growth potential.

To enrich workers' experiences and to understand the needs of workers and departments, managers should rotate workers in different positions. In addition to that all categories of employees should be provided some Training and Development opportunities which enable them to grow and to maintain loyalty.

Whereas Schizas (1999) in his article, *Capitalizing on a generation gap*, proposed to have an open door approach, to be sensitive to the needs of employees and to keep an open communication channel. Both learning and retention could be increased, if training was provided to direct the differences and similarities between these two generations taking into consideration their generational choices outside work. Applying personal interaction to the majority of Baby Boomers and technology to Generation X, can turn the training sessions more efficient. Both productivity and retention can be influenced by acquiring the organizational culture which should also match with employees' preferences.

According to the article written by Jurkiewicz (2000), *Generation X and the Public Employee*, communication inside organizations should be checked from time to time if it's applied effectively between Boomers and Xers. It's necessary to clear up metaphors, lifestyle references and phrasal expressions so that all workers are involved. This suggested method has one advantage: cost effectiveness. Restructuring the organization's processes instead of an increase in capital expenditures is one of the required methods. Also skills for an effective change agency are needed to make the difference. If different generations are well managed, they will complement and work easily with each others. In this era, generation X with an advance in technological skills can help Boomers improve their skills too. The two generations can complement each other in a workplace by combining Baby Boomers' consistent attendance, positive attitudes and greater practical knowledge with Xers' desire for strong mentors. In this case, Baby Boomers will be positioned as mentors for Generation Xers.

Flexible work arrangements accompanied with communication are the essential work requirements for Boomers and Xers. Employers' meeting with employees is a common need for these two generations. (Flynn (1996), *Xers VS Boomers: teamwork or trouble?*).

2.7.6 Conclusion

This research study shows there is a need to decrease the generation disparity between Baby Boomers and Generation X in the workplace. The literature review has shown the significance of this study in several areas which include the characteristics of Baby Boomers and Generation X, their motivations, lifestyles, attitudes and their view of each other. Consequently this study would be useful for Human Resource Managers in their efforts to decrease the disparity between two generations.

However, similar to the veterans, these experiences have created a life of relative uncertainty. Consequently, many of their values appear to mirror those of the Veterans. This generation combines the teamwork ethic of the Boomers with the can-do attitude of the

Veterans, and the technological savvy of the Xers. (Neuborne E., & Kerwin, E. "Generation Y." *Business Week*, February 13, 1999.)

2.8 An Overview on Generation Y

As I have mentioned in my first chapter, my research will concentrate on Baby Boomers and Generation X because they represent two-third of the US workforce. So this chapter will be just a general overview on Generation Y which can help future research.

Gen Yers, also known as Millennials, or Nexters, were born after 1980 and having an age of 24 and under. This group currently makes up 10% of the workforce. Gen Yers are the busiest kids of all time who are the coddled and confident offspring of the most age-diverse group of parents ever. At least 2/3 of their parents planned to have them. Brought up during a very child focused period with soccer moms and baby-on-board signs, many of them do not know a world without instant messaging, cell-phones and the internet. Generation Y grew up during the technology revolution, so for them, technology rules. They also value their independence and are generally optimistic. To this self-assured bunch, the world is accessible through a click of a mouse. It is too early to tell how events like the Oklahoma bombing, Columbine, 9/11, the "War on Terror", Enron, and the dimpled chad will influence their life views in the long term. They know the world is a dangerous place and they have to be careful – violence is all around them. But they also See the world as global, connected, and round the clock. (Wallace, J. (2001). *After X comes Y. Human Resource Management*, 46(4)).

However, similar to the veterans, these experiences have created a life of relative uncertainty. Consequently, many of their values appear to mirror those of the Veterans. This generation combines the teamwork ethic of the Boomers with the can-do attitude of the

Veterans, and the technological savvy of the Xers. (Neuborne E., & Kerwin, K. 'Generation Y.' *Business Week*, February 15, 1999.)

In a corporate setting, what makes Gen Yers different from their predecessors is not solely that they like to take risks and break the rules, which they do, but that they also seek the stability and security offered by a large organization. Yers are willing to work, learn and have greater exposure to and acceptance of multiculturalism. (Wolburg, J.M. & Pokrywczynski, J. (2001). *A psychographic analysis of Generation Y college students. Journal of advertising research*, 41(5), 33-52.)

They want all the benefits of a clearly defined career and corporate safety net, including training, tuition reimbursement, defined advancement paths and even CEO involvement in the recruiting and development process. At the same time, Yers want flexibility, excitement and a variety of challenging career opportunities within that same firm. Raines, Claire (2002). "Meet the Generations." *On-line document* (www.generationsatwork.com)

This is a group that also places a high value on personal relationships and a strong emphasis on friends and family. Success with this group is likely to be achieved by demonstrating knowledgeable and loyal leadership, encouraging them to develop their technical skills, and acknowledging their contributions. (Raines (2002)).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter shall discuss the research methods available for the study and what method is appropriate for it. Likewise, the chapter shall present how the research will be implemented in order to obtain pertinent findings.

3.2 Method of Research Used

For this study, the descriptive research method was utilized. It could also suggest unanticipated hypotheses. Thus, this study uses the descriptive approach. This descriptive type of research utilizes observations in the study. To illustrate the descriptive type of research, Creswell (1994) guided me when he stated: Descriptive method of research is to gather information about the present existing condition.

The purpose of employing this method is to describe the nature of a situation, as it exists at the time of the study and to explore the cause/s of particular phenomena. I opted to use this kind of research considering my desire to obtain first hand data from the respondents so as to formulate rational and sound conclusions and recommendations for the study.

To come up with pertinent findings and to provide credible recommendations, this study utilized two sources of research: primary and secondary. Primary research data were obtained through this new research study. Questionnaire survey was conducted by me. On the

other hand, the secondary research data were obtained from previous studies on the same topic.

3.3 Respondents of the Study

Because Baby Boomers and Generation X of the East Coast may differ from the one of the West Coast, the focus of my study will be on a State from the West Coast only. The general sample for this study is composed of 70 Human Resource Managers randomly selected from different Customer Service businesses in State of California. My response rate is 81% or 57 out of 70.

3.4 Instruments used

The decision was made to use a questionnaire for the data collection for this study due to the sensitivity of the information being obtained. It is important for the respondents to be open and honest in their responses. The use of the questionnaire provides me with the ability to test the views and attitudes of the managers. But it is still important not to forget that the results might be biased depending on the background of the respondents.

To discover the perception of Human Resource Managers toward Baby Boomers and Generation X, which are two big groups in the workplace today; also to find techniques to decrease the disparity between both generations, I prepared a survey-questionnaire. This questionnaire was divided into four sections. The first section was designed to allow the collection of specific information about the participants to conduct statistical analysis, e.g. age, sex and education (Checklist). In section two, the respondents graded the characteristics

of Baby Boomers and Generation X using a Likert Scale with a five-response scale wherein respondents were given five response choices. In section three, the respondents graded the different motivations between Baby Boomers and Generation X using five points of the Likert Scale. The respondents also checked the most applicable items from a list of conflicts and tensions between Baby Boomers and Generation X. In the last section, the respondents graded the various techniques used to decrease the disparity between Baby Boomers and Generation X (5 points on the Likert Scale). In this section, open-ended question was used to obtain as much information as possible about the most effective intervention to decrease the disparity. I have used the information of the literature review to meet the objectives of this study and to develop the survey questionnaire.

3.5 Validation and Administration of the Instrument

For validation purposes, I initially submitted a sample of the set of survey questionnaires to three respondents. After the questions were answered, I asked the respondents for any suggestions or any necessary corrections to ensure further improvement and validity of the instrument. I then excluded irrelevant questions and changed words that would be deemed difficult by the respondents to much simpler terms. I excluded the three respondents who were initially used for the validation of the instrument. This survey questionnaire took 10 to 15 minutes to fill by these respondents.

Then the questionnaires were sent by attachment through e-mail to 70 Human Resource Managers in different Customer Service businesses located in California. Each e-mail included an attachment of the questionnaire and a cover letter stating the purpose of the study, the importance of the study and a confidentiality statement, which told the respondents

how significant it was to get the completed questionnaire back and all the results classified. The respondents were requested to complete the questionnaire and send it back within 30 days (a month).

3.6 Statistical Treatment of the Data

When the entire survey questionnaires have been collected, I used statistics to analyse all the data; and was assisted by the SPSS in coming up with the statistical analysis for this study. Because of this research design, the results of the data gathered were used to assess the perceptions and opinions of Human Resources Manager toward the disparity between Baby Boomers and Generation X in the workplace and how to deal with this issue. Out of 70 questionnaires sent to different Human Resource Managers in well-known US companies, 57 were filled and sent back. The results of this study might not apply to all Human Resource Managers due to my small sample size and because of the largely unequal distribution in the demographics categories (e.g. 17 aged between 20 and 39 vs. 40 aged between 40 and 59); I was unable to reach a definite conclusion in what pertains to the effect of the demographics of Human Resource Manager on their opinions.

Moreover, a cross-tabulation was used to describe the demography of all respondents. Descriptive statistics were applied for computing means and standard deviations. Paired samples test (T-Test) and Frequency counts were conducted. In the end, this research will utilize the T-Test statistics in order to determine the goodness of fit of the responses of the respondents regarding their perception of the study. The *p*-level reported with a t-test represents the probability of error involved in accepting our research hypothesis about the existence of a difference. Technically speaking, this is the probability of error

associated with rejecting the hypothesis of no difference between the two categories of observations (corresponding to the groups) in the population when, in fact, the hypothesis is true.

4.1 Introduction

3.7 Summary

This chapter presents the data gathered from the questionnaires I conducted with different group of US companies. Table 6 below shows that the sample for this study is composed of 70 Human Resource Managers. A total number of 57 questionnaires were returned to me. The findings of my study are presented in different sections. Part one During the data collection, I collated and summarized the data obtained from the survey questionnaire. I analyzed these data and I came up with findings and recommendations that shall be presented in the next chapters.

Part two the Human Resource Managers' opinions toward Baby Boomers and Generation X.

Part three the Human Resource Managers' perception of the level of importance of the motivations of Baby Boomers and Generation X.

Part four the conflicts and tensions the Human Resource Managers have found between Baby Boomers and Generation X. The Human Resource Managers' level of agreement with an approach to decrease the generation disparity is stated in the last part of this chapter.

Table 6
Response rate

Sample Number	70
Total Responses	57
Overall response rate (57/70)	81%

CHAPTER FOUR

RESULTS AND DATA ANALYSIS

4.1 Introduction

This chapter presents the data gathered from the questionnaires I conducted with different group of US companies. Table 6 below shows that the sample for this study is composed of 70 Human Resource Managers. A total number of 57 questionnaires were returned to me. The findings of my study are presented in different sections. Part one presents the profile of the respondents of this study. Part two the Human Resource Managers' opinions toward Baby Boomers and Generation X. Part three the Human Resource Managers' perception of the level of importance of the motivations of Baby Boomers and Generation X. Part four the conflicts and tensions the Human Resource Managers have found between Baby Boomers and Generation X. The Human Resource Managers' level of agreement with an approach to decrease the generation disparity is stated in the last part of this chapter.

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Overall response rate (57/70)	81%

4.2 Respondent profile

The conduct of this study entails a detailed demographic profile of the respondents. It is assumed that the attributes of the respondents influence their behavior and answers to the survey questions. Of particular significance to the achievement of the goals and objectives of the study is to provide the companies an instrument of analysis and to help them gauge where they are now and where they are heading, and what changes are to be made.

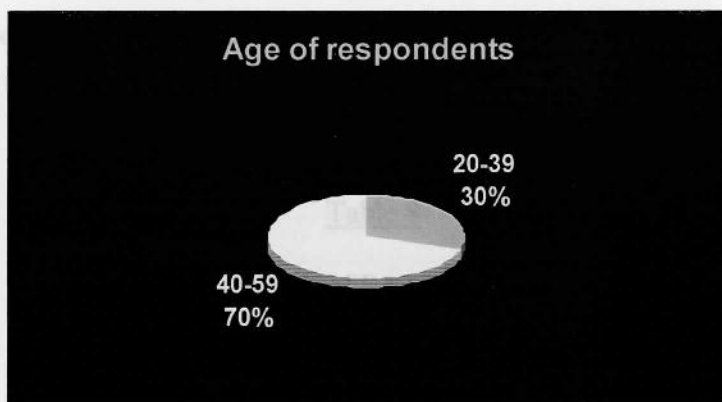
The profile of the respondents is looked upon in terms of their age, gender, educational attainment, number of years in the organization, the size of their organization and the type of industry.

Figure 1 and Table 7 show the age range of the respondents. Seventy percent (70.2%) of the respondents were 40-59 years old, showing that most of them were already considered as old managers. Thirty percent (29.8%) of the respondents were between 20-39 years old. The diversity in the maturity of the respondents reflects several implications in the study's findings.

Table 7
Age of respondents

AGE	NUMBER	PERCENT (%)
20-39	17	29.8
40-59	40	70.2
TOTAL	57	100

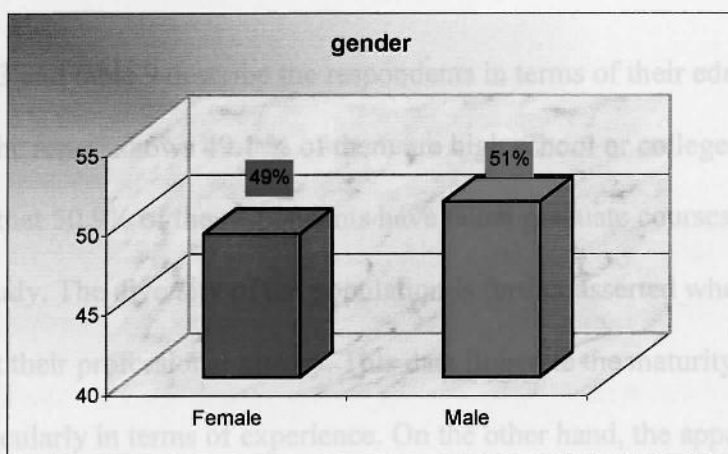
Figure 1



Female	28	49.1
Male	29	50.9
TOTAL		100

Figure 2

Gender of the Respondents



It's important to mention that because there is a small amount of data, I decided to classify Figure 2 and Table 8 show that the number of the female respondents (49.1%) is close to the male (50.9%) with the total of 28 for female and 29 for male. This shows a virtually equal footing in terms of representation of gender in the leadership of business.

Table 8

Gender of Respondents

GENDER	NUMBER	PERCENT (%)
Female	28	49.1
Male	29	50.9
TOTAL	57	100

Figure 3 and table 9 describe the respondents in terms of their educational attainment, and the report shows 49.1 % of them are high school or college graduate. The survey indicates that 50.9% of the respondents have taken graduate courses or a degree that is relevant to the study. The diversity of the population is further asserted when the respondents were asked about their professional history. This data illustrate the maturity of the respondents particularly in terms of experience. On the other hand, the apparent youthfulness of the respondents, provided by their age and their lack of professional experience could not be considered as deterrence to their responses considering that I have made sure that the respondents have been connected with the company for a significant period of time.

It's important to mention that because there is a small amount of data, I decided to classify the educational attainment of respondents into two groups. The first is high school through college graduate and the second contains managers with courses through graduate degree.

Figure3

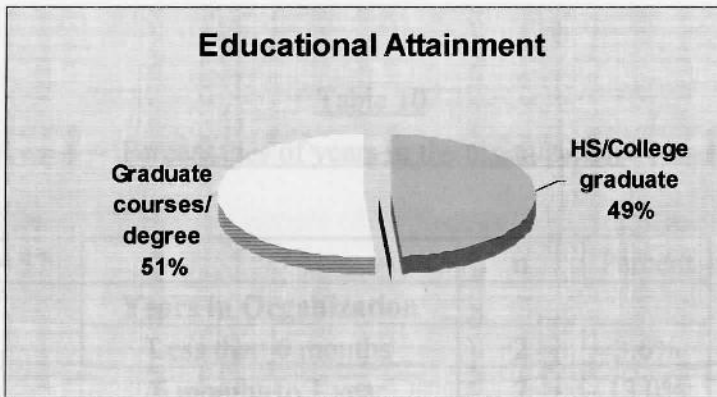


Table 9
Educational Attainment of the Respondents

LEVEL OF EDUCATION	NUMBER	PERCENT (%)
HS/College graduate	28	49.1
Graduate courses/ degree	29	50.9
TOTAL	57	100

The results described in Table 10 show that slightly over 3 percent (3.6%) of the respondents have only been with their organization for less than six months; thirteen percent indicated they have been with their organization for six months to one year; twenty-eight percent (28.6%) have been there for one to three years; slightly over twenty-three percent (23.8%) indicated they have been at their organization for three to six years; and over thirty percent (31%) have been with their organization for more than six years.

Table 10
Percentages of years in the organization

N= 57		n	Percent
	Years in Organization		
	Less than 6 months	2	3.6%
	6 months to 1 year	7	13.0%
	1 - 3 years	16	28.6%
	3 - 6 years	14	23.8%
	More than 6 years	18	31.0%

The results in Table 11 show that over fifty percent (55%) of the respondents indicated that their organization employed between 151 and 400 employees; one-fourth (25%) of the respondents indicated that their organization employed between 400 and 1000 employees; and one-fifth (20%) indicated that between 51 and 150 employees were employed at their organization.

4.3 Human resource managers' opinion Table 11 characteristics of Baby Boomers

Percentage of organization's size

N= 57		n	Percent
	Organization Size		
	51 -150 employees	12	20%
	151 - 400 employees	31	55%
	400 - 1000 employees	14	25%

Due to the low percentage of respondents from the US manufacturing industry, the focus of this study will be on the Customer Service industry (e.g. financial institutions, hotels, malls, airlines etc). Thus, my sample of 70 Human Resource Managers is all from Customer Service industry.

John E. Freund and Benjamin M. Perles stated in their book, *Statistics: A First Course (7th Edition)* p.202, that if the standard deviation is larger than 1.1 this indicate that not all respondents were in agreement – there was a wider array of answers and there was a significant difference between the mean of the sample and the one of the population. This can be applied on the characteristic called “too intense” in the table below because it has standard deviation equal to 1.14 which is higher than 1.1.

4.3 Human resource managers' opinions toward characteristics of Baby Boomers

Table 12 shows the result of the survey questionnaire of the respondents in regard to their opinions towards the characteristics of Baby Boomers. The columns 1, 2, 3, 4 and 5 signify the number of respondents who answered to the different degree of responses. For example, in the first characteristic, there were only six out of 57 respondents who answered 1, 16 out of 57 answered 2, 18 out of 57 answered 3, 17 out of 57 answered 4, and no one for 5. The weighted mean column shows the mean answer of that particular characteristic is 2.81. So on average, it was Obvious for the Human Resource Managers that Baby Boomers are inflexible to change. From Table 12, most of the respondents agreed that Baby Boomers are loyal with a mean score of 4.02, have the work ethics with a mean score of 3.88, are committed to the company where they work with a mean score of 3.84, are respectful with a mean score of 3.74, are workaholics with a mean score of 3.67, self-reliant with a mean score of 3.58, sensitive to feedback with a mean score of 3.42 and are ambitious with a mean score of 3.37. All these outstanding characteristics of Baby Boomers are clear to the respondents.

John E. Freund and Benjamin M. Perles stated in their book, *Statistics: A First Course (7th Edition)* p.202, that if the standard deviation is larger than 1.1 this indicate that not all respondents were in agreement – there was a wider array of answers and there was a significant difference between the mean of the sample and the one of the population. This can be applied on the characteristic called “too intense” in the table below because it has standard deviation equal to 1.14 which is higher than 1.1.

But if the standard deviation was less than 1.1 means that all respondents agree with each others and there is not a significant difference between the mean of the sample and the one of the population. This applies to all remaining characteristics.

	1	2	3	4	5	Mean	Interpretation	STD
Attitudes:								
Inflexible to change	6	16	18	17	0	2.81	Obvious	0.99
Idealistic	8	16	22	8	3	2.68	Obvious	1.03
Question authority	11	30	11	4	1	2.19	Somewhat Obvious	0.90
Loyalty	0	2	16	18	21	4.02	Extremely Obvious	0.90
Personal Gratification	1	13	22	17	4	3.18	Obvious	0.91
Value diversity	10	15	26	5	1	2.51	Obvious	0.95
Value individuality	6	20	20	10	1	2.65	Obvious	0.95
Balance career, life & family	2	15	21	13	6	3.11	Obvious	1.08
Want Personal growth	5	12	22	16	2	2.96	Obvious	1.00
Commitment	0	6	9	20	12	3.84	Very Obvious	0.88
Respectful	1	4	14	28	10	3.74	Very Obvious	0.90
Slacker	24	20	10	2	1	1.88	Not Obvious	0.93
Whiner	19	22	11	4	1	2.05	Somewhat Obvious	0.99
Aggressive	3	19	18	14	3	2.91	Somewhat Obvious	1.01
Self-focused /Centred	7	21	21	6	2	2.56	Obvious	0.96
Clueless about the future	23	19	13	1	1	1.91	Not Obvious	0.99
Work Style:								
Competitive	0	11	24	17	5	3.28	Obvious	0.88
Involvement in the workplace	1	9	27	16	4	3.23	Obvious	0.87
Team Orientation	3	13	20	19	2	3.07	Obvious	0.96
Thinking globally	6	18	21	10	2	2.72	Obvious	1.00
Pragmatism	1	5	26	22	3	3.37	Obvious	0.79
Workaholics	0	7	17	21	12	3.67	Very Obvious	0.95
Too intense	8	14	19	12	4	2.82	Obvious	1.14
Team player	1	10	24	17	5	3.26	Obvious	0.92
Self-Control /Reliant	0	10	18	21	11	3.58	Very Obvious	1.00
Like challenges	1	11	29	11	5	3.14	Obvious	0.90
Hate to be closely managed	11	30	11	4	1	2.19	Somewhat Obvious	0.90
Work ethic	0	5	9	31	12	3.88	Very Obvious	0.85
Ambitious /driven relentlessly pursuing goals	1	9	20	22	5	3.37	Very Obvious	0.92
Work Skills:								
Technological Skills	5	25	17	6	4	2.63	Somewhat Obvious	1.03
Creative	3	19	25	8	2	2.77	Obvious	0.89
Entrepreneurial	1	19	24	12	1	2.88	Obvious	0.83
Communication Skills	4	16	22	8	3	2.68	Obvious	1.05
Quick learning ability	3	19	18	14	3	2.91	Somewhat Obvious	1.01
Sensitive to feedback	3	8	14	26	6	3.42	Very Obvious	1.03
Concentrate on multiple issues at the time and process lot of information	19	22	8	6	2	2.12	Somewhat Obvious	1.10
Comfortable with conflicting situation / Adaptable	3	23	20	10	1	2.70	Somewhat Obvious	0.89
Go Getters	0	13	16	23	5	3.35	Very Obvious	0.94

Table 12

Human resource managers' opinions toward characteristics of Baby Boomers

Baby Boomers Characteristics	1	2	3	4	5	Mean	Interpretation	STD
Attitudes:								
Inflexible to change	6	16	18	17	0	2.81	Obvious	0.99
Idealistic	8	16	22	8	3	2.68	Obvious	1.05
Question authority	11	30	11	4	1	2.19	Somewhat Obvious	0.90
Loyalty	0	2	16	18	21	4.02	Extremely Obvious	0.90
Personal Gratification	1	13	22	17	4	3.18	Obvious	0.93
Value diversity	10	15	26	5	1	2.51	Obvious	0.95
Value individuality	6	20	20	10	1	2.65	Obvious	0.95
Balance career, life & family	2	15	21	13	6	3.11	Obvious	1.08
Want Personal growth	5	12	22	16	2	2.96	Obvious	1.00
Commitment	0	6	9	30	12	3.84	Very Obvious	0.88
Respectful	1	4	14	28	10	3.74	Very Obvious	0.90
Slacker	24	20	10	2	1	1.88	Not Obvious	0.95
Whiner	19	22	11	4	1	2.05	Somewhat Obvious	0.99
Aggressive	3	19	18	14	3	2.91	Somewhat Obvious	1.01
Self-focused /Centered	7	21	21	6	2	2.56	Obvious	0.96
Clueless about the future	23	19	13	1	1	1.91	Not Obvious	0.93
Work Style:								
Competitive	0	11	24	17	5	3.28	Obvious	0.88
Involvement in the workplace	1	9	27	16	4	3.23	Obvious	0.87
Team Orientation	3	13	20	19	2	3.07	Obvious	0.96
Thinking globally	6	18	21	10	2	2.72	Obvious	1.00
Pragmatism	1	5	26	22	3	3.37	Obvious	0.79
Workaholics	0	7	17	21	12	3.67	Very Obvious	0.95
Too intense	8	14	19	12	4	2.82	Obvious	1.14
Team player	1	10	24	17	5	3.26	Obvious	0.92
Self-Control /Reliant	0	10	15	21	11	3.58	Very Obvious	1.00
Like challenges	1	11	29	11	5	3.14	Obvious	0.90
Hate to be closely managed	11	30	11	4	1	2.19	Somewhat Obvious	0.90
Work ethic	0	5	9	31	12	3.88	Very Obvious	0.85
Ambitious /driven relentlessly pursuing goals	1	9	20	22	5	3.37	Very Obvious	0.92
Work Skills:								
Technological Skills	5	25	17	6	4	2.63	Somewhat Obvious	1.03
Creative	3	19	25	8	2	2.77	Obvious	0.89
Entrepreneurial	1	19	24	12	1	2.88	Obvious	0.83
Communication Skills	8	16	22	8	3	2.68	Obvious	1.05
Quick learning ability	3	19	18	14	3	2.91	Somewhat Obvious	1.01
Sensitive to feedback	3	8	14	26	6	3.42	Very Obvious	1.03
Concentrate on multiple issues at the time and process lot of Information	19	22	8	6	2	2.12	Somewhat Obvious	1.10
Comfortable with conflicting situation / Adaptable	3	23	20	10	1	2.70	Somewhat Obvious	0.89
Go Getters	0	13	16	23	5	3.35	Very Obvious	0.94

Not all respondents were in agreement on the characteristics called "Inflexible to change", "Self-reliant", "Balance career, life and family", "Clueless about the future", "Personal Growth", "Slacker" and "Whiner" in the table below because they have

4.4 Human resource managers' opinions toward characteristics of Generation X

Table 13 shows the result of the survey questionnaire of the respondents in regard to their opinions towards the characteristics of Generation X. The columns 1, 2, 3, 4 and 5 signify the number of respondents who answered to the different degree of responses. For example, in the first characteristic, there were only 19 out of 57 respondents who answered 1, 25 out of 57 answered 2, 3 out of 57 answered 3, 7 out of 57 answered 4, and 3 out of 57 answered 5. The weighted mean column shows the mean answer of that particular characteristic is 2.12. So on average, it was Somewhat Obvious to Human Resource Managers that Generation Xers are inflexible to change. From Table 13, most of the respondents agreed that Xers are interested in personal gratification with a mean score of 3.93, have technology skills with a mean score of 3.77, question authority with a mean score of 3.86, value individuality with a mean score of 3.82, are self-focused with a mean score of 3.67, are creative with a mean score of 3.51, like challenges and idealistic with mean scores of 3.42, are adaptable with a mean score of 3.35, hate to be closely managed with a mean score of 3.86, have the ability to concentrate on multiple issues at the same time with a mean score of 3.67, and are interested in personal growth with a mean score 3.32. From this data these are outstanding characteristics of Generation X. All these outstanding characteristics of Generation X are clear to the respondents.

Not all respondents were in agreement on the characteristics called “Inflexible to change”, “Competitive”, “Ambitious”, “Go Getters”, “Thinking Globally”, “Entrepreneurial”, “Self-reliant”, “Balance career, life and family”, “Clueless about the future”, “Personal Growth”, “Slacker” and “Whiner” in the table below because they have standard deviation equal to 1.17, 1.19, 1.11, 1.15, 1.11, 1.27, 1.15, 1.31, 1.21, 1.12, 1.20 and 1.14 respectively which are higher than 1.1.

But all respondents agreed with each others on the remaining characteristics which have a standard deviation lower than 1.1.

Generation X Characteristics	1	2	3	4	5	Mean	Interpretation	STD
Inflexible to change	25	25	3	7	3	2.12	Somewhat Obvious	1.17
Levelly	26	15	6	6	3	1.86	Not Obvious	1.09
Value diversity	12	12	18	21	3	3.93	Extremely Obvious	1.05
Value in balance career, life & family	3	7	20	20	7	3.37	Obvious	1.03
Value in Personal Growth	15	11	11	11	5	3.07	Obvious	1.07
Balance career, life & family	8	8	14	16	11	3.25	Very Obvious	1.31
Respectful	15	15	11	21	8	3.32	Very Obvious	1.12
Slacker	22	22	18	4	3	2.44	Somewhat Obvious	1.04
Whiner	8	21	20	5	3	2.54	Somewhat Obvious	1.02
Aggressive	13	15	19	3	7	2.54	Obvious	1.20
Self-focused / Centered	6	15	20	10	6	2.91	Obvious	1.14
Clueless about the future	3	13	19	17	3	3.14	Obvious	1.04
Work Style:	1	5	17	23	11	3.67	Very Obvious	0.95
Competitive	6	15	17	11	8	3.00	Obvious	1.21
Involvement in the workplace	7	14	17	13	6	2.95	Obvious	1.19
Team Orientation	7	16	16	16	2	2.82	Somewhat Obvious	1.09
Thinking globally	9	16	21	10	1	2.61	Obvious	1.01
Pragmatism	6	8	16	23	4	3.19	Very Obvious	1.11
Workaholic	5	13	34	5	0	2.68	Obvious	0.78
Too intense	19	22	8	6	2	2.12	Somewhat Obvious	1.10
Team player	9	11	24	12	1	2.74	Obvious	1.03
Self-Control / Refrain	6	18	20	12	1	2.72	Obvious	0.98
Like challenges	6	11	18	16	6	3.09	Obvious	1.15
Hate to be closely managed	3	8	14	26	6	3.42	Very Obvious	1.02
Work ethic	2	4	7	31	13	3.88	Very Obvious	0.97
Ambitious / driven relentlessly pursuing goals	8	17	23	3	4	2.61	Obvious	1.03
Work Skills:	6	10	17	20	4	3.11	Very Obvious	1.11
Technological Skills	4	2	15	18	18	3.77	Extremely Obvious	1.15
Creative	1	5	21	24	6	2.51	Very Obvious	0.87
Entrepreneurial	8	11	15	15	5	3.07	Obvious	1.27
Communication Skills	2	6	26	12	13	3.42	Obvious	1.03
Quick learning ability	3	13	19	17	5	3.14	Obvious	1.04
Sensitive to feedback	1	11	29	11	5	3.14	Obvious	0.90
Concentrate on multiple issues at the same time and process lot of information	0	7	17	21	12	3.67	Very Obvious	0.95
Comfortable with conflicting situation / Adaptable	1	7	23	23	3	3.35	Very Obvious	0.83
Go Getters	6	16	16	14	3	2.93	Somewhat Obvious	1.15

Table 13

Human resource managers' opinions toward characteristics of Generation X

Generation X Characteristics	1	2	3	4	5	Mean	Interpretation	STD
Attitudes:								
Inflexible to change	19	25	3	7	3	2.12	Somewhat Obvious	1.17
Idealistic	2	6	26	12	11	3.42	Obvious	1.03
Question authority	2	4	7	31	13	3.86	Very Obvious	0.97
Loyalty	29	15	6	6	1	1.86	Not Obvious	1.09
Personal Gratification	1	5	12	18	21	3.93	Extremely Obvious	1.05
Value diversity	3	7	20	20	7	3.37	Obvious	1.03
Value individuality	1	8	8	23	17	3.82	Very Obvious	1.07
Balance career, life & family	8	8	14	16	11	3.25	Very Obvious	1.31
Want Personal growth	2	15	11	21	8	3.32	Very Obvious	1.12
Commitment	10	22	18	4	3	2.44	Somewhat Obvious	1.04
Respectful	8	21	20	5	3	2.54	Somewhat Obvious	1.02
Slacker	13	15	19	5	5	2.54	Obvious	1.20
Whiner	6	15	20	10	6	2.91	Obvious	1.14
Aggressive	3	13	19	17	5	3.14	Obvious	1.04
Self-focused /Centered	1	5	17	23	11	3.67	Very Obvious	0.95
Clueless about the future	6	15	17	11	8	3.00	Obvious	1.21
Work Style:								
Competitive	7	14	17	13	6	2.95	Obvious	1.19
Involvement in the workplace	7	16	16	16	2	2.82	Somewhat Obvious	1.09
Team Orientation	9	16	21	10	1	2.61	Obvious	1.01
Thinking globally	6	8	16	23	4	3.19	Very Obvious	1.11
Pragmatism	5	13	34	5	0	2.68	Obvious	0.76
Workaholics	19	22	8	6	2	2.12	Somewhat Obvious	1.10
Too intense	9	11	24	12	1	2.74	Obvious	1.03
Team player	6	18	20	12	1	2.72	Obvious	0.98
Self-Control /Reliant	6	11	18	16	6	3.09	Obvious	1.15
Like challenges	3	8	14	26	6	3.42	Very Obvious	1.03
Hate to be closely managed	2	4	7	31	13	3.86	Very Obvious	0.97
Work ethic	8	17	25	3	4	2.61	Obvious	1.03
Ambitious /driven relentlessly pursuing goals	6	10	17	20	4	3.11	Very Obvious	1.11
Work Skills:								
Technological Skills	4	2	15	18	18	3.77	Extremely Obvious	1.15
Creative	1	5	21	24	6	3.51	Very Obvious	0.87
Entrepreneurial	8	11	15	15	8	3.07	Obvious	1.27
Communication Skills	2	6	26	12	12	3.42	Obvious	1.03
Quick learning ability	3	13	19	17	5	3.14	Obvious	1.04
Sensitive to feedback	1	11	29	11	5	3.14	Obvious	0.90
Concentrate on multiple issues at the time and process lot of Information	0	7	17	21	12	3.67	Very Obvious	0.95
Comfortable with conflicting situation / Adaptable	1	7	23	23	3	3.35	Very Obvious	0.83
Go Getters	6	16	16	14	5	2.93	Somewhat Obvious	1.15

that there is significant difference or inequality between the means of these two generations

1= Not Obvious, 2= Somewhat Obvious, 3= Obvious, 4= Very Obvious and 5= Extremely Obvious.

picked another characteristic from Table 14 called "Balance career, life and family", its null hypothesis is Baby Boomer's Balance career, life and family mean equal to

4.5 The difference of characteristics between Baby Boomers and Generation X

Table 14 provides descriptive statistics to explain the level of characteristic difference between Baby Boomers and Generation X. A null hypothesis is tested to check if there is equality in mean score between the characteristics of these two generations. An alternative hypothesis is also tested to check if there is an inequality in mean score between the characteristics of these two generations. In table 14, 38 hypotheses were tested by running T-tests (paired sample test) on SPSS with a confidence level of 95%. For each P-value less than 0.05, the null hypothesis will be rejected and the alternative hypothesis will be accepted concluding that there is a significant difference or inequality in means between the two generations while testing this particular characteristic. In case P-value is greater than 0.05, the null hypothesis will be accepted and the alternative hypothesis will be rejected; concluding that there is not a significant difference or there is equality in means between the two generations while testing this particular characteristic. For example, the null hypothesis for the first characteristic in Table 14 (inflexible to change) is: Baby Boomer's inflexible to change mean equals to Xer's inflexible to change mean. The alternative hypothesis for the same characteristic is: Baby Boomer's inflexible to change mean is different than Xer's inflexible to change mean. Since the t-value of this characteristic was greater than the critical t-value for a confidence level of 95% (+/- 2.00) and having a P-value less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, I can conclude

that there is significant difference or inequality between the means of these two generations while testing “inflexible to change” characteristic.

I picked another characteristic from Table 14 called “Balance career, life and family”, its null hypothesis is Baby Boomer’s Balance career, life and family mean equal to Xer’s Balance career, life and family mean. The alternative hypothesis for the same characteristic is: Baby Boomer’s Balance career, life and family mean is different than Xer’s Balance career, life and family mean. Since the t-value of this characteristic was less than the critical t-value for a confidence level of 95% (+/- 2.00) and having a P-value greater than 0.05, the null hypothesis was accepted and the alternative hypothesis was rejected. Thus, I can conclude that there is equality between the means of these two generations while testing “Balance career, life and family” characteristic.

	Mean	Lower	Upper	Mean	Lower	Upper	df	P-Value
BB Idealistic & X Idealistic	.74	.444	.059	-.85	-.40	-12.522	56	.000
BB Self-actualizing & X Self-actualizing	-.05	.348	.057	-.87	-.75	-13.115	56	.000
BB Personal Development & X Personal Development	-.86	.398	.053	-.97	-.75	-16.301	56	.000
BB Values Diversity & X Values Diversity	-1.18	.571	.076	-1.33	-1.02	-15.547	56	.000
BB & X Balance career, life & family	-.14	.581	.077	-.29	.01	-1.825	56	.073
BB Want Personal growth & X Want Personal growth	-.35	.481	.064	-.48	-.22	-5.502	56	.000
BB Commitment & X Commitment	1.40	.593	.079	1.25	1.56	17.857	56	.000
BB Respectful & X Respectful	1.19	.549	.073	1.05	1.34	16.406	56	.000
BB Slacker & X Slacker	-.87	.346	.072	-.81	-.52	-9.226	56	.000
BB Whiner & X Whiner	-.86	.398	.053	-.97	-.75	-16.301	56	.000
BB Aggressive & X Aggressive	-.23	.423	.056	-.34	-.12	-4.068	56	.000
BB Self-focused /Centered & X Self-focused /Centered	-1.11	.451	.060	-1.22	-.99	-18.520	56	.000
BB Clueless about the future & X Clueless about the future	-1.09	.576	.076	-1.24	-.93	-14.264	56	.000
Work Style:								
BB Competitive & X Competitive	.33	.512	.068	.20	.47	4.918	56	.000
BB Involvement in the workplace & X Involvement in the workplace	.40	.495	.066	.27	.53	6.155	56	.000
BB Team Orientation & X Team Orientation	.46	.503	.067	.32	.59	6.853	56	.000
BB Thinking globally & X Thinking globally	-.47	.504	.067	-.61	-.34	-7.099	56	.000
BB Pragmatism & X Pragmatism	.68	.469	.062	.56	.81	11.015	56	.000
BB Workaholics & X Workaholics	1.54	.569	.075	1.39	1.69	20.479	56	.000

Table 14

The difference of characteristics between Baby Boomers and Generation X

	Paired Differences					t	df	Sig. (2-tail) P-Value
	Mean	STD	Std. Error Mean	95% confidence Interval				
				Lower	Upper			
Attitudes:								
BB Inflexible to change & X Inflexible to change	.68	.686	.091	.50	.87	7.536	56	.000
BB Idealistic & X Idealistic	-.74	.444	.059	-.85	-.62	-12.522	56	.000
BB Question authority & X Question authority	-1.67	.577	.076	-1.82	-1.51	-21.794	56	.000
BB Loyalty & X Loyalty	2.16	.727	.096	1.97	2.35	22.417	56	.000
BB Personal Gratification & X Personal Gratification	-.75	.434	.058	-.87	-.64	-13.115	56	.000
BB Value diversity & X Value diversity	-.86	.398	.053	-.97	-.75	-16.301	56	.000
BB Value individuality & X Value individuality	-1.18	.571	.076	-1.33	-1.02	-15.547	56	.000
BB Balance career, life & family & X Balance career, life & family	-.14	.581	.077	-.29	.01	-1.825	56	.073
BB Want Personal growth & X Want Personal growth	-.35	.481	.064	-.48	-.22	-5.502	56	.000
BB Commitment & X commitment	1.40	.593	.079	1.25	1.56	17.857	56	.000
BB Respectful & X Respectful	1.19	.549	.073	1.05	1.34	16.406	56	.000
BB Slacker & X Slacker	-.67	.546	.072	-.81	-.52	-9.226	56	.000
BB Whiner & X Whiner	-.86	.398	.053	-.97	-.75	-16.301	56	.000
BB Aggressive & X Aggressive	-.23	.423	.056	-.34	-.12	-4.068	56	.000
BB Self-focused /Centered & X Self-focused /Centered	-1.11	.451	.060	-1.22	-.99	-18.520	56	.000
BB Clueless about the future & X Clueless about the future	-1.09	.576	.076	-1.24	-.93	-14.264	56	.000
Work Style:								
BB Competitive & X Competitive	.33	.512	.068	.20	.47	4.918	56	.000
BB Involvement in the workplace & X Involvement in the workplace	.40	.495	.066	.27	.53	6.155	56	.000
BB Team Orientation & X Team Orientation	.46	.503	.067	.32	.59	6.853	56	.000
BB Thinking globally & X Thinking globally	-.47	.504	.067	-.61	-.34	-7.099	56	.000
BB Pragmatism & X Pragmatism	.68	.469	.062	.56	.81	11.015	56	.000
BB Workaholics & X Workaholics	1.54	.569	.075	1.39	1.69	20.479	56	.000

BB Too intense & X Too intense	.09	.391	.052	-.02	.19	1.694	56	.096
BB Team player & X Team player	.54	.503	.067	.41	.68	8.171	56	.000
BB Self-Control /Reliant & X Self-Control /Reliant	.49	.504	.067	.36	.63	7.353	56	.000
BB Like challenges & X Like challenges	-.28	.526	.070	-.42	-.14	-4.027	56	.000
BB Hate to be closely managed & X Hate to be closely managed	-1.67	.577	.076	-1.82	-1.51	-21.794	56	.000
BB Work ethic & X Work ethic	1.26	.583	.077	1.11	1.42	16.350	56	.000
BB Ambitious /driven relentlessly pursuing goals & X Ambitious /driven relentlessly pursuing goals	.26	.444	.059	.15	.38	4.472	56	.000
Work Skills:								
BB Technological Skills & X Technological Skills	-1.14	.667	.088	-1.32	-.96	-12.917	56	.000
BB Creative & X Creative	-.74	.444	.059	-.85	-.62	-12.522	56	.000
BB Entrepreneurial & X Entrepreneurial	-.19	.639	.085	-.36	-.02	-2.280	56	.026
BB Communication Skills & X Communication Skills	-.74	.444	.059	-.85	-.62	-12.522	56	.000
BB Quick learning ability & X Quick learning ability	-.23	.423	.056	-.34	-.12	-4.068	56	.000
BB Sensitive to feedback & X Sensitive to feedback	.28	.526	.070	.14	.42	4.027	56	.000
BB Concentrate on multiple issues at the time and process lot of Information & X Concentrate on multiple issues at the time and process lot of Information	-1.54	.569	.075	-1.69	-1.39	-20.479	56	.000
BB Comfortable with conflicting situation / Adaptable & X Comfortable with conflicting situation / Adaptable	-.65	.481	.064	-.78	-.52	-10.178	56	.000
BB Go Getters & X Go Getters	.42	.498	.066	.29	.55	6.382	56	.000

From table 14, I picked all paired characteristics having a t-value greater than the critical t-value for a confidence level of 95% (+/- 2.00) and a P-value less than 0.05, and I put them in Table 15 showing all paired characteristics which have a significant difference in means between Baby Boomers and Generation X. In this case the null hypothesis was rejected and the alternative hypothesis was accepted. Table 15 lists points of differences which were found in attitude, work style and work skills between the two generations.

	Mean	Std. Dev.	Mean	Std. Dev.	t-Value	df	Sig. (2-tail) P-Value
BB Inflexible to change & X Inflexible to change	-.74	.444	.059	-.85	-.62	56	.000
BB Idealistic & X Idealistic	-1.67	.577	.076	-1.82	-1.31	56	.000
BB Question authority & X Question authority	2.16	.727	.096	1.97	2.35	56	.000
BB Loyalty & X Loyalty	-.75	.434	.058	-.87	-.64	56	.000
BB Personal Gratification & X Personal Gratification	-.86	.398	.053	-.97	-.75	56	.000
BB Value diversity & X Value diversity	-1.18	.571	.076	-1.33	-1.03	56	.000
BB Value individuality & X Value individuality	-.35	.481	.064	-.48	-.22	56	.000
BB Want Personal growth & X Want Personal growth	1.40	.393	.079	1.25	1.56	56	.000
BB Respectful & X Respectful	1.19	.549	.073	1.05	1.34	56	.000
BB Slacker & X Slacker	-.67	.546	.072	-.81	-.52	56	.000
BB Whiner & X Whiner	-.86	.398	.053	-.97	-.75	56	.000
BB Aggressive & X Aggressive	-.23	.423	.056	-.34	-.12	56	.000
BB Self-focused /Centered & X Self-focused /Centered	-1.11	.451	.060	-1.22	-.99	56	.000
BB Clueless about the future & X Clueless about the future	-1.09	.576	.076	-1.24	-.93	56	.000
Work Style:							
BB Competitive & X Competitive	.33	.512	.068	.20	.47	56	.000
BB Involvement in the workplace & X Involvement in the workplace	.40	.495	.066	.27	.53	56	.000
BB Team Orientation & X Team Orientation	.46	.503	.067	.32	.59	56	.000
BB Thinking globally & X Thinking globally	-.47	.504	.067	-.61	-.34	56	.000
BB Pragmatism & X Pragmatism	.68	.469	.062	.56	.81	56	.000
BB Workaholics & X Workaholics	1.54	.569	.075	1.39	1.69	56	.000
BB Team player & X Team player	-.54	.503	.067	-.41	-.68	56	.000

Table 15

Differences in characteristics between Baby Boomers and Generation X

	Paired Differences					t	df	Sig. (2-tail) P-Value
	Mean	STD	Std. Error Mean	95% confidence Interval				
				Lower	Upper			
Attitudes:								
BB Inflexible to change & X Inflexible to change	.68	.686	.091	.50	.87	7.536	56	.000
BB Idealistic & X Idealistic	-.74	.444	.059	-.85	-.62	-12.522	56	.000
BB Question authority & X Question authority	-1.67	.577	.076	-1.82	-1.51	-21.794	56	.000
BB Loyalty & X Loyalty	2.16	.727	.096	1.97	2.35	22.417	56	.000
BB Personal Gratification & X Personal Gratification	-.75	.434	.058	-.87	-.64	-13.115	56	.000
BB Value diversity & X Value diversity	-.86	.398	.053	-.97	-.75	-16.301	56	.000
BB Value individuality & X Value individuality	-1.18	.571	.076	-1.33	-1.02	-15.547	56	.000
BB Want Personal growth & X Want Personal growth	-.35	.481	.064	-.48	-.22	-5.502	56	.000
BB Commitment & X commitment	1.40	.593	.079	1.25	1.56	17.857	56	.000
BB Respectful & X Respectful	1.19	.549	.073	1.05	1.34	16.406	56	.000
BB Slacker & X Slacker	-.67	.546	.072	-.81	-.52	-9.226	56	.000
BB Whiner & X Whiner	-.86	.398	.053	-.97	-.75	-16.301	56	.000
BB Aggressive & X Aggressive	-.23	.423	.056	-.34	-.12	-4.068	56	.000
BB Self-focused /Centered & X Self-focused /Centered	-1.11	.451	.060	-1.22	-.99	-18.520	56	.000
BB Clueless about the future & X Clueless about the future	-1.09	.576	.076	-1.24	-.93	-14.264	56	.000
Work Style:								
BB Competitive & X Competitive	.33	.512	.068	.20	.47	4.918	56	.000
BB Involvement in the workplace & X Involvement in the workplace	.40	.495	.066	.27	.53	6.155	56	.000
BB Team Orientation & X Team Orientation	.46	.503	.067	.32	.59	6.853	56	.000
BB Thinking globally & X Thinking globally	-.47	.504	.067	-.61	-.34	-7.099	56	.000
BB Pragmatism & X Pragmatism	.68	.469	.062	.56	.81	11.015	56	.000
BB Workaholics & X Workaholics	1.54	.569	.075	1.39	1.69	20.479	56	.000
BB Team player & X Team player	.54	.503	.067	.41	.68	8.171	56	.000

BB Self-Control /Reliant & X Self-Control /Reliant	.49	.504	.067	.36	.63	7.353	56	.000
BB Like challenges & X Like challenges	-.28	.526	.070	-.42	-.14	-4.027	56	.000
BB Hate to be closely managed & X Hate to be closely managed	-1.67	.577	.076	-1.82	-1.51	-21.794	56	.000
BB Work ethic & X Work ethic	1.26	.583	.077	1.11	1.42	16.350	56	.000
BB Ambitious /driven relentlessly pursuing goals & X Ambitious /driven relentlessly pursuing goals	.26	.444	.059	.15	.38	4.472	56	.000
Work Skills:								
BB Technological Skills & X Technological Skills	-1.14	.667	.088	-1.32	-.96	-12.917	56	.000
BB Creative & X Creative	-.74	.444	.059	-.85	-.62	-12.522	56	.000
BB Entrepreneurial & X Entrepreneurial	-.19	.639	.085	-.36	-.02	-2.280	56	.026
BB Communication Skills & X Communication Skills	-.74	.444	.059	-.85	-.62	-12.522	56	.000
BB Quick learning ability & X Quick learning ability	-.23	.423	.056	-.34	-.12	-4.068	56	.000
BB Sensitive to feedback & X Sensitive to feedback	.28	.526	.070	.14	.42	4.027	56	.000
BB Concentrate on multiple issues at the time and process lot of Information & X Concentrate on multiple issues at the time and process lot of Information	-1.54	.569	.075	-1.69	-1.39	-20.479	56	.000
BB Comfortable with conflicting situation / Adaptable & X Comfortable with conflicting situation / Adaptable	-.65	.481	.064	-.78	-.52	-10.178	56	.000
BB Go Getters & X Go Getters	.42	.498	.066	.29	.55	6.382	56	.000
			Mean	Lower	Upper			Value
Attitudes:								
BB Balance career, life & family & X Balance career, life & family	-.14	.581	.077	-.29	.01	-1.825	56	.073
Work Style:								
BB Too intense & X Too intense	.09	.391	.052	-.02	.19	1.694	56	.096

4.6 Similarities in characteristics between Baby Boomers and Generation X

A series of 38 characteristic statements have been already evaluated in table 14 comparing Baby Boomers and Generation X. From these statements two variables were identified as providing for the greatest level of agreement between the two groups (i.e., no statistical difference between mean responses to the 0.05 level). These variables are listed in table 16 having a t-value lower than the critical t-value for a confidence level of 95% (+/- 2.00) and a P-value greater than 0.05. In this case, the null hypothesis was accepted and the alternative hypothesis was rejected. Table 16 shows points of similarities which were found in attitude, work style and work skills between the two generations.

Table 16

Similarities in characteristics between Baby Boomers and Generation X

	Paired Differences					t	df	Sig. (2-tail) P-Value
	Mean	STD	Std. Error Mean	95% confidence Interval				
				Lower	Upper			
Attitudes:								
BB Balance career, life & family & X Balance career, life & family	-.14	.581	.077	-.29	.01	-1.825	56	.073
Work Style:								
BB Too intense & X Too intense	.09	.391	.052	-.02	.19	1.694	56	.096

4.7 Human Resource Managers' perception of the level of importance of the motivations of Baby Boomers.

Table 17 shows the result of the survey questionnaire of the respondents in regard to their opinions towards the motivations of Baby Boomers. The columns 1, 2, 3, 4 and 5 signify the number of respondents who answered to the different degree of responses. For example, in the first motivation, there were only three out of 57 respondents who answered 1, 11 out of 57 answered 2, 32 out of 57 answered 3, 7 out of 57 answered 4, and 4 out of 57 answered 5. The weighted mean column shows the mean answer of that particular motivation is 2.96. So on average, the respondents believe that training is an important motivator for Baby Boomers.

From Table 17, most of the respondents agreed that the important Baby Boomers' motivations are a retirement plan with a mean score of 4.35, benefits with a mean score of 4.26, salary and personal recognition with mean scores of 3.65. From this data these are the outstanding motivations of Baby Boomers.

The standard deviations of Baby Boomers' motivations were less than 1.1 mean that all respondents agree with each others and there is not a significant difference between the mean of the sample and the one of the population.

Table 17

Human Resource Managers' perception of the level of importance of the motivations of Baby Boomers.

Baby Boomer Motivations	1	2	3	4	5	Mean	Interpretation	STD
Training	3	11	32	7	4	2.96	Important	0.91
Benefits	0	2	7	22	26	4.26	Extremely Important	0.81
Reward	0	7	25	22	3	3.37	Important	0.77
Personal Recognition	0	6	20	19	12	3.65	Important	0.94
Salary	1	1	20	30	5	3.65	Very Important	0.74
Retirement Plan	0	2	5	21	29	4.35	Extremely Important	0.79
Team Building	3	14	26	8	6	3.00	Important	1.02
Challenging Work	2	8	24	14	9	3.35	Important	1.03
Incentive	0	9	25	20	3	3.30	Important	0.80

1= Not Important, 2= Somewhat Important, 3= Important, 4= Very Important, and 5= Extremely Important.

4.8 Human Resource Managers' perception of the level of importance of the motivations of Generation X

Table 18 shows the result of the survey questionnaire of the respondents in regard to their opinions towards the motivations of Generation X. The columns 1, 2, 3, 4 and 5 signify the number of respondents who answered to the different degree of responses. For example, in the first motivation, there were no respondents out of 57 who answered 1, 3 out of 57 answered 2, 10 out of 57 answered 3, 30 out of 57 answered 4, and 14 out of 57 answered 5. The weighted mean column shows the mean answer of that particular motivation is 3.96. So on average, the respondents find that training is a very important motivator factor for Generation X. In Table 18, most of the respondents agreed that the important Xers' motivations are training with a mean score of 3.96, salary with a mean score of 3.95, reward with a mean score of 3.81, incentive with a mean score of 3.77 and personal recognition with a mean score of 3.72. From this data these are the outstanding motivations of Generation X.

4.9 The difference in motivations between Baby Boomers and Generation X.

Not all respondents were in agreement on the motivation factors called "team building", "retirement plan" and "benefits" in Table 18 because they have standard deviation equal to 1.21, 1.26 and 1.22 respectively which are higher than 1.1.

But all respondents agreed with each others on the remaining motivations which have a standard deviation lower than 1.1.

Table 19 provides descriptive statistics to explain the level of characteristic difference between Baby Boomers and Generation X. A null hypothesis is tested to check if there is equality in mean score between the motivators of these two generations. An alternative hypothesis is also tested to check if there is an inequality in mean score between

Table 18

Human Resource Managers' perception of the level of importance of the motivations of Generation X

Generation X Motivations	1	2	3	4	5	Mean	Interpretation	STD
Training	0	3	10	30	14	3.96	Very Important	0.80
Benefits	3	12	16	12	14	3.39	Important	1.22
Reward	2	6	6	30	13	3.81	Very Important	1.03
Personal Recognition	2	2	19	21	13	3.72	Very Important	0.98
Salary	0	5	9	27	16	3.95	Very Important	0.89
Retirement Plan	8	26	9	6	8	2.65	Somewhat Important	1.26
Team Building	9	12	14	18	4	2.93	Very Important	1.21
Challenging Work	2	8	9	25	13	3.68	Very Important	1.09
Incentive	2	5	11	25	14	3.77	Very Important	1.04

1= Not Important, 2= Somewhat Important, 3= Important, 4= Very Important, and 5= Extremely Important.

4.9 The difference in motivations between Baby Boomers and Generation X.

For each motivation, means and standard deviations have been computed for both groups: Baby Boomer and Generation X. Comparisons were made between these two generations to assess the degree of motivational differences. A series of t-tests (means comparisons) was conducted. The means, standard deviations, t-values, and levels of significance (p-value) for each paired variable are presented in Table 19.

Table 19 provides descriptive statistics to explain the level of characteristic difference between Baby Boomers and Generation X. A null hypothesis is tested to check if there is equality in mean score between the motivators of these two generations. An alternative hypothesis is also tested to check if there is an inequality in mean score between

the motivators of these two generations. In table 19, nine hypotheses were tested by running T-tests (paired sample test) on SPSS with a confidence level of 95%. For each P-value less than 0.05, the null hypothesis will be rejected and the alternative hypothesis will be accepted concluding that there is a significant difference or inequality in means between the two generations while testing this particular motivation factor. In case P-value is greater than 0.05, the null hypothesis will be accepted and the alternative hypothesis will be rejected; concluding that there is not a significant difference or there is equality in means between the two generations while testing this particular motivation factor. For example, the null hypothesis for the first motivator in Table 19 (Training) is: Baby Boomer's training mean equals to Xer's training mean. The alternative hypothesis for the same motivation factor is: Baby Boomer's training mean is different than Xer's training mean. Since the t-value of this motivation factor was greater than the critical t-value for a confidence level of 95% (+/- 2.00) and having a P-value less than 0.05, the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, I can conclude that there is significant difference or inequality between the means of these two generations while testing "training" motivators.

I picked another motivator from Table 19 called "personal recognition", its null hypothesis is: Baby Boomer's personal recognition mean equal to Xer's personal recognition mean. The alternative hypothesis for the same motivation factor is: Baby Boomer's personal recognition mean is different than Xer's personal recognition mean. Since the t-value of this motivator was less than the critical t-value for a confidence level of 95% (+/- 2.00) and having a P-value greater than 0.05, the null hypothesis was accepted and the alternative hypothesis was rejected. Thus, I can conclude that there is equality between the means of these two generations while testing "personal recognition" motivation factor.

Table 19

The difference in motivations between Baby Boomers and Generation X.

Motivations	Paired Differences					t	df	Sig. (2-tail)
	Mean	STD	Std. Error Mean	95% confidence Interval				
				Lower	Upper			
BB Training & X Training	-1.00	.378	.050	-1.10	-.90	-19.975	56	.000
BB Benefits & X Benefits	.88	.600	.079	.72	1.04	11.043	56	.000
BB Reward & X Reward	-.44	.598	.079	-.60	-.28	-5.536	56	.000
BB Personal Recognition & X Personal Recognition	-.07	.371	.049	-.17	.03	-1.427	56	.159
BB Salary & X Salary	-.30	.566	.075	-.45	-.15	-3.979	56	.000
BB Retirement Plan & X Retirement Plan	1.70	.865	.115	1.47	1.93	14.848	56	.000
BB Team Building & X Team Building	.07	.593	.079	-.09	.23	.893	56	.376
BB Challenging Work & X Challenging Work	-.33	.476	.063	-.46	-.21	-5.292	56	.000
BB Incentive & X Incentive	-.47	.570	.076	-.62	-.32	-6.271	56	.000

From table 19, I picked all paired motivators having a t-value greater than the critical t-value for a confidence level of 95% (+/- 2.00) and a P-value less than 0.05, and I put them in Table 20 showing all paired motivation factors which have a significant difference in means between Baby Boomers and Generation X. In this case, the null hypothesis was rejected and the alternative hypothesis was accepted. Table 20 shows points of differences which were found in motivation factors between the two generations.

Table 20

Differences in motivations between Baby Boomers and Generation X

Similarities in motivations between Baby Boomers and Generation X

Motivations	Paired Differences					t	df	Sig. (2-tail)
	Mean	STD	Std. Error Mean	95% confidence Interval				
				Lower	Upper			
BB Training & X Training	-1.00	.378	.050	-1.10	-.90	-19.975	56	.000
BB Benefits & X Benefits	.88	.600	.079	.72	1.04	11.043	56	.000
BB Reward & X Reward	-.44	.598	.079	-.60	-.28	-5.536	56	.000
BB Salary & X Salary	-.30	.566	.075	-.45	-.15	-3.979	56	.000
BB Retirement Plan & X Retirement Plan	1.70	.865	.115	1.47	1.93	14.848	56	.000
BB Challenging Work & X Challenging Work	-.33	.476	.063	-.46	-.21	-5.292	56	.000
BB Incentive & X Incentive	-.47	.570	.076	-.62	-.32	-6.271	56	.000

4.11 The conflicts and tensions the Human Resource Managers have found between Baby Boomers and Generation X.

4.10 Similarities in motivations between Baby Boomers and Generation X

A series of 9 motivation statements have been already evaluated comparing Baby Boomers and Generation X. From Table 19, two variables were identified as providing for the greatest level of agreement between the two groups (i.e., no statistical difference between mean responses to the 0.05 level). These variables are listed in Table 21 having a t-value lower than the critical t-value for a confidence level of 95% (+/- 2.00) and a P-value greater than 0.05. In this case, the null hypothesis was accepted and the alternative hypothesis was rejected. Table 21 shows points of similarities which were found in motivation factors between the two generations.

Table 22

Conflicts and tensions found by Boomers and Generation X

Similarities in motivations between Baby Boomers and Generation X

Conflicts and Tensions	YES	NO	Total	Mean	STD
Working Style	39	18	57	0.68	0.47
Work Ethics	46	11	57	0.81	0.40

Motivations	Paired Differences					t	df	Sig. (2-tail)
	Mean	STD	Std. Error Mean	95% confidence Interval				
				Lower	Upper			
BB Personal Recognition & X Personal Recognition	-.07	.371	.049	-.17	.03	-1.427	56	.159
BB Team Building & X Team Building	.07	.593	.079	-.09	.23	.893	56	.376

4.11 The conflicts and tensions the Human Resource Managers have found between Baby Boomers and Generation X.

The human resource managers were asked to check a list of 6 items in the last question of section III in the questionnaire, in order to identify the conflicts and tensions found between Baby Boomers and Generation X. Table 22 shows that 46 respondents out of 57 considered the difference in work ethics between Baby Boomers and Generation X generate conflicts and tensions. 42 respondents out of 57 viewed the difference in attitude as a source of tension. Some claimed (39 out of 57) that the working style of each generation leads to clashes between them. 29 out of 57 respondents considered communication item a problem. Finally, 6 persons have added that one of the following items: team involvement, respect for rights of others, commitment and loyalty, and loyalty to employee and team can also contribute to clashes by checking “the other” item.

Table 22

Conflicts and tensions found between Baby Boomers and Generation X

Conflicts and Tensions	YES	NO	Total	Mean	STD
Working Style	39	18	57	0.68	0.47
Work Ethics	46	11	57	0.81	0.40
Decision Making	21	36	57	0.37	0.49
Attitude	42	15	57	0.74	0.44
Communication	29	28	57	0.51	0.50
Others	6	51	57	0.11	0.31

I ran the Chi-Square test and I found out the following: Concerning conflict and tensions, the Human resources Managers had a conclusive opinion about the difference between the baby boomers and Generation Xers concerning the working style, work ethics, decision making, and attitude. And a conclusive opinion that there is NO difference between the baby boomers and Xers concerning the other matters. Yet, the Human resource Managers could not reach a conclusive decision in whether the Baby boomers and the Xers had a difference in communication (p-value = 0.895) showing that almost half of the human resource managers thought that there is a difference whereas half of them saw no conflict when it comes to communication. Thus, data pertaining to the opinion of human resource managers concerning communication should be precociously analyzed. Table 23 shows the results of the Chi-Square test.

Table 23

Test Statistics

	Working style	Work ethics	Decision Making	Attitudes	Communication	Others
Chi-Square	7.737	21.491	3.947	12.789	0.018	35.526
Df	1	1	1	1	1	1
Sig	0.005	0.000	0.047	0.000	0.895	0.000

4.12 The Human Resource Managers' level of agreement with an approach to decrease the generation disparity.

Table 24 shows the result of the survey questionnaire of the respondents in regard to their opinions of an approach to decrease the generation disparity between Baby Boomers and Generation X. The columns 1, 2, 3, 4 and 5 signify the number of respondents who answered to the different degree of responses. For example, in the first intervention, there was no respondent out of 57 who answered 1, 0 out of 57 answered 2, 25 out of 57 answered 3, 27 out of 57 answered 4, and 5 out of 57 answered 5. The weighted mean column shows the mean answer of that particular intervention is 3.65. So on average, the respondents agreed that “work unit meeting” is way of intervention to decrease generation disparity. From Table 23 most of the respondents agreed that “keep open communication channels” with a mean score of 4.37, “walk the talk” with a mean score of 4.25, “put the right people in the right job” with a mean score of 4.19, “provide training and development opportunities” with a mean score of 4.19, “respect competence and initiative” with a mean score of 4.18, “learn to value the difference and to leverage the talents of all members” with a mean score of 4.09,

“create a atmosphere of mutual empathy and respect” with a mean score of 4.07, “coaching and mentoring” with a mean score of 4.02 and “no longer one size fits all” with a mean score of 3.89, all these can be effective ways to decrease the generation disparity in the workplace.

								STD
... meeting	0	0	25	27	5	3.65	Agree	0.64
... building	0	2	15	34	6	3.77	Agree	0.68
... an atmosphere of fellowship	0	2	15	33	7	3.79	Agree	0.70
... the right people in the right job	1	1	8	23	24	4.19	Strongly Agree	0.88
... people's positions so they can enrich experience and understand the needs of people and departments	1	10	13	26	7	3.49	Agree	0.98
... provide training and development opportunities	0	0	9	28	20	4.19	Agree	0.69
... open communication channels	0	0	1	34	22	4.37	Agree	0.52
... best competence and initiative	0	0	9	29	19	4.18	Agree	0.68
... an atmosphere of mutual empathy and respect	0	0	12	29	16	4.07	Agree	0.70
... in generational preferences	2	12	27	12	4	3.07	Neutral	0.92
... coaching and mentoring	0	1	10	33	13	4.02	Agree	0.68
... move from a sophisticated management style	4	12	26	11	4	2.98	Neutral	0.99
... treat employee like customer	0	11	15	23	8	3.49	Agree	0.97
... listen to the talk	2	0	8	19	28	4.25	Strongly Agree	0.95
... provide information about each group's	5	4	28	15	5	3.19	Neutral	1.01
... no longer "one size fits all"	0	1	17	26	13	3.89	Agree	0.77
... create open lines of communication in order to understand and articulate differences in work styles and values	0	7	12	24	14	3.79	Agree	0.96
... try to value the difference and to leverage the talents of all members	0	1	11	27	18	4.09	Agree	0.76

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

Table 24

Human resource managers' opinion of a way to decrease the generation disparity

Interventions	1	2	3	4	5	Mean	Interpretation	STD
Work unit meeting	0	0	25	27	5	3.65	Agree	0.64
Team building	0	2	15	34	6	3.77	Agree	0.68
Create an atmosphere of fellowship	0	2	15	33	7	3.79	Agree	0.70
Put the right people in the right job	1	1	8	23	24	4.19	Strongly Agree	0.88
Rotate people's positions so they can enrich their experience and understand the needs of other people and departments	1	10	13	26	7	3.49	Agree	0.98
Provide training and development opportunities	0	0	9	28	20	4.19	Agree	0.69
Keep open communication channels	0	0	1	34	22	4.37	Agree	0.52
Respect competence and initiative	0	0	9	29	19	4.18	Agree	0.68
Create an atmosphere of mutual empathy and respect	0	0	12	29	16	4.07	Agree	0.70
Train in generational preferences	2	12	27	12	4	3.07	Neutral	0.92
Coaching and mentoring	0	1	10	33	13	4.02	Agree	0.69
Operate from a sophisticated management style	4	12	26	11	4	2.98	Neutral	0.99
Treat employee like customer	0	11	15	23	8	3.49	Agree	0.97
Walk the talk	2	0	8	19	28	4.25	Strongly Agree	0.95
Provide information about each group's traits	5	4	28	15	5	3.19	Neutral	1.01
No longer "one size fits all"	0	1	17	26	13	3.89	Agree	0.77
Increase open lines of communication in order to voice and articulate differences in work styles and values	0	7	12	24	14	3.79	Agree	0.96
Learn to value the difference and to leverage the talents of all members	0	1	11	27	18	4.09	Agree	0.76

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

The standard deviations of Human Resource Managers' opinion of a way to decrease the generation disparity were less than 1.1 mean that all respondents agree with each others and there is not a significant difference between the mean of the sample and the one of the population.

In the last question of section four in the questionnaire, the respondents were asked an open ended question. They had to express any comment which can play an effective role in decreasing the gap. These comments could be already tested and used in the workplace or they could be only suggestions and tips. A summary of these comments is presented in the following categories:

Sensitization and training are important for both generations.

Building Teams

Human resources managers noted that to bridge the Boomer-Xer gap, businesses need to develop a different kind of team. The current model holds that effective teams are based on common ground and similar interests. The new model, called the "authentic individual-based model," holds that the most important element in team building is how each contributing member is uniquely different from all other members. Human Resource Managers added that although both models aspire to create highly effective teams whose members work well together, they differ in how that end is achieved. Group meetings and problem solving strategies work well in bridging the gap. In addition, group meetings help to identify and resolve differences. Human Resource Managers mentioned that a new organizational structure must emerge that allows different generations to work together efficiently. Work teams are the means by which the workplace of the 20th century will evolve into the workplace of the 21st century, and authentic teams are most likely to do so

successfully. Authentic teams must be supported by the organization to endure, recognition and reward for team effort and success are critical. Rewards should reflect individual, team and organizational achievement. Human Resource Managers described that two other factors play an important role in team management: the role of the coach or team leader, and managing the changing membership of an ongoing team. When the goal is to develop positive team attitudes and behaviors, collaboration is the long-term objective. Collaboration creates synergy. Synergy is what separates a team from a group. Synergy means that the whole is greater than the sum of its parts. Team members working together actually create energy.

Sensitization and training are important for both generations.

Human Resource Managers suggested that both adults and youth require sensitization and training to understand the perspective of the other. This increases the likelihood that they will work together productively and respectfully and find strategies to work together. Some Human Resources Managers trained Xers to show respect for Boomers; boomers don't necessarily want to be called Sir or Ma'am, but they do want to know what Xers respect their experience. Other human resource managers trained Boomer workers to get to the point because most new workers prefer a straightforward approach. Human resources managers suggested on Xers to use face-to-face communication whenever possible, because e-mail and voice mail are too impersonal for boomers. Based on their interventions, human resources managers encouraged old workers that when delegating, they sketch out the end result but allow the Xers to figure out how to achieve the result. Human Resource Managers allowed new workers to mentor. Managers believe that Xers can provide the "big picture",

some history of the organization and guidance over the rough spot. Human resource managers trained Boomers to use technology efficiently. For example Xers see boomers play phone tag- when they could simply explain on their message what they want/need.

Common understanding and respect for each generation's unique experiences through open dialogue.

Human Resource Managers viewed that each generation must recognize the opportunities, constraints and unique experiences of the other. Through speaking and listening, both generations can clarify and affirm their experiences and perspectives and work toward a common understanding. Departments should be treated as a team and let everyone voice their opinion. Some human resources managers suggested that they should be some training in communication styles and preferences.

Coaching and mentoring

Human resource managers suggested the use of mentoring program. This program allows one wiser and more experienced person assists another person to grow and learn. However, new adaptations of mentoring allow individuals to interact as colleagues in a helping relationship, on a more equal basis, can cultivate growth and learning to mutual benefit. Some human resource managers added that mentoring has benefits to the organization, mentoree and mentor. Human resource managers added that coaching and mentoring programs help in:

- **Induction**, to help new recruits, trainees or graduates settle into the organization.
- **Skills Enhancement**, to enable skills to be passed on in the workplace by experienced, highly competent staff to others who need to acquire specified skills.

- **Career Development**, to help staff in the planning, development and management of their careers and to help them become more resilient in times of change, more self-reliant in their careers and self-directed learners.
- **Affirmative Action**, to assist women and minority groups to redress the imbalance at higher levels in organizations, provide support and help overcome barriers that often block their progress.
- **Leadership and Management Development**, to encourage the development of competencies more easily gained through example, guided practice or experience than by education and training.
- **Education Support**, to bridge the gap between theory and practice. Formal education or training is complemented by the knowledge and the hands-on experience of a competent practitioner.
- **Organizational Development and Culture Change**, to share the values, vision and mission of the organization. To communicate and work on a one-to-one basis to develop required changes.
- **Customer Service**, to model desired behaviors, encourage the development of competencies, motivate for service quality, and above all to cultivate the right attitudes.
- **Staff retention**, helps managers to keep valuable employees in the organization. Some Human Resource Managers viewed that with an effective staff retention practices in place, they will not only avoid the disruption and cost of unnecessary staff loss, they will also improve the productivity of all your workers, enhance their employability and flexibility, and keep their best employees in the process.

Losing staff can be both costly and disruptive to productivity – in effect a ‘hidden cost’. This issue is the more vital to the future success of any organization, if it operates in an area of low unemployment. Thus, for any organization to be successful, Human Resource Managers should ensure that staff turnover is at a healthy level, and to keep valuable employees happily and productively retained.

Management style

The respondents had the following interventions in order to solve problems:

They encouraged workers to demonstrate their own areas of competence. They strived for fairness, inclusiveness and good communications. They tried to strike a balance between concerns for task and concerns for people. They varied their supervisory approach to what a person needs, based on their prior performance and their preference. Finally, they matched assignments with team or individual strengths.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Recruiting, retaining, and motivating today's workforce is becoming more and more complex. Today's workforce and marketplace are comprised of several generations. For the next 10–15 years there will be three generations of employees at work—Baby Boomers, Xers, and Generation Y. Generational differences can create a minefield of friction, conflict, and high turnover or create new opportunities for higher retention, harmony, and a greater competitive advantage. By better understanding the philosophies and behaviors of these generations and utilizing the tools needed to manage and market to this new generational reality, Human Resource Managers and the organizations can stimulate growth while benefiting from and enjoying the wave of generational change.

This chapter includes the major findings and the conclusions of this study.

Recommendations to the Human Resource Managers for decreasing the disparity between Baby Boomers and Generation X are made. Moreover, I also suggest recommendations for future studies.

1. To identify the demographic characteristics of Baby Boomers who are involved with this issue.
2. To identify the demographic characteristics of Generation X who are involved with this issue.
3. To identify the different motivations between Baby Boomers and Generation X.
4. To identify the generation disparity between Baby Boomers and Generation X.
5. To determine a diminishing of the disparity between Baby Boomers and Generation X.
6. To determine an effective strategy to decrease the gap between Baby Boomers and Generation X.

5.1 Restatement of problem and research objectives

In today's society there are a variety of generations in the workplace. The Baby Boomers and Generation X are two of these generations working together. There is a generation disparity between these two that impacts today's work environment. The impact is a negative one because it decreases the efficiency of the work environment. To solve the problems of inefficiency caused by the generation disparity, leaders in the workplace must understand the differences between both generations and know how to deal with them.

This research will look into possible ways to decrease the disparity between Baby Boomers and Generation X and determine the most effective way for Human Resource Managers to deal with the issue.

5.2 Research objectives

1. To identify the demographic characteristics of Baby Boomers who are involved with this issue.
2. To identify the demographic characteristics of Generation X who are involved with this issue.
3. To identify the different motivations between Baby Boomers and Generation X.
4. To identify the generation disparity between Baby Boomers and Generation X.
5. To determine a diminishing of the disparity between Baby Boomers and Generation X.
6. To determine an effective strategy to decrease the gap between Baby Boomers and Generation X.

5.3 Summary of methodology

Questionnaires were used as the primary data collection instrument for this study. The respondents were Human Resource Managers in selected US customer service companies located in the State of California. The questionnaires were sent by attachment to 70 Human Resource Managers; each attached file included a questionnaire and a cover letter which told the respondents how important it was to get the completed questionnaire back. The total number of respondents was 57 (81%). Statistics have been used to analyse all the data and was assisted by the SPSS in coming up with the statistical analysis for this study.

5.4 Discussion of significant findings

This section included a summary of the important findings of this study, as they related to the objectives of the study. Of the 57 surveys, the results showed that 49.1% of respondents were female and 50.9% were male. The major age groups of respondents were 40-59 (70.2%), and 20-39, (29.8%). As to the level of education of respondents, 49.1% were high school graduates thru college graduates and 50.9% had taken graduate courses through graduate degree.

5.4.1 Objective 1. *To identify the demographic characteristics of Baby Boomers who are involved with this issue.*

The respondents were asked to select their agreement with 38 items regarding the characteristics describing Baby Boomers. Most of the respondents agreed that the outstanding characteristics of Baby Boomers are loyalty, work ethic, commitment, respect, being workaholics, self-reliant, and ambitious. This data supported the characteristics of Baby Boomers identified in previous studies of my Literature Review. Okrent (2000) in his article, *twilight of the boomers*, said that Baby Boomers were a self-centered generation, a generation that defined itself not through sacrifice as its parents had, but through extravagance.

The wealthiest Baby Boomers in the U.S. worked hard to earn their wealth, spent their earnings conservatively, have saved for retirement and are deeply concerned about their own and their children's economic futures. This study supported the characteristic

5.4.2 Objective 2. *To identify the demographic characteristics of Generation X who are involved with this issue.*

Generation Gaps in the classroom, mentioned that Baby Boomers invented the phrase

"Thank God, it is Monday", and the 60-hour workweek. Boomers are eagerly concerned about participation in the workplace, about bringing heart and humanity to the office, and about creating a fair and level playing field for all.

Alverson (1999) in his article, *The New Generation Gap*, mentioned that more Boomers than ever before are working today. In the workplace as in other areas of life, they still feel they have the right to be on top and in charge. Boomers have always looked toward work to accomplish their personal needs. Because of this and for financial reasons, they will stay in the work force for a long time. Many Boomers will start second careers if they do retire. Baby Boomers are going to work long into their 60s and 70s. They will probably

change their work styles, but they will stay involved in the workplace (Stoneman, 1998, *Beyond rocking the ages*). These studies also supported the finding of this research regarding the characteristics of Baby Boomers as “ambitious” and “loyal”.

Zemke, Raines and Filipczak (1999) claimed in their article, *Generation Gaps in the classroom*, that the Baby Boomers – most of them – would have to be tested on the job. Business would be their war, the competitor their enemy. They would win or lose their personal battles on the warship called “work.” They have tended to define themselves through their jobs and to achieve their identity by the work they perform. For this generation, “work ethic” and “worth ethic” are synonymous. This study agreed with the finding from this research that Baby Boomers have “work ethic” and are “ambitious”.

5.4.2 Objective 2. To identify the demographic characteristics of Generation X who are involved with this issue.

The respondents were asked to select their agreement with 38 items regarding the characteristics describing Generation X. Most of the respondents agreed that the outstanding characteristics of Generation X are need for personal gratification, technology skills, being self-focused, creative, liking challenges, being adaptable, and need for personal growth. This data supported the characteristics of Generation X identified in previous studies of my Literature Review. In his article, *Managing Diversity*, Broderick (1998) claimed that the Generation X workers tend to be computer literate and comfortable with technology. Alverson (1999) in his article, *The New Generation Gap*, agreed that no generation has grown up with more information and media contact than the 13th generation (X). Their

technological savvy in an era of Game Boys, PCs and microprocessors makes them expect immediate feedback.

The article of Losyk (1997), *Generation X*, also supported this finding; it insisted that this is the first generation of workers that is truly computer-literate. Many have used computers since the first grade. They are able to work with a variety of software programs and comprehend them quickly.

From this research one characteristic of Generation X is that they are adaptable, which agrees with Smith's (2000) article, *Is the Boomer/Gen-X War Over?*, Smith also agreed that Generation X (age 45 and younger) are savvy and entrepreneurial and value diversity. This group is savvy about communications and the media. And it grew up more aware of cultural and global diversity, a key factor in reshaping the workplace and lifestyle orientations.

An article called, *Managing Generation X*, stated that Generation X is flexible. Xers need response and flexibility; they detest close management. They are relaxed with change; they have changed cities, homes and parent all their lives (Zemke, Raines, and Filipczak, 1999, *Generation Gaps in the classroom*). The article of Cox (2000), *Management strategies: The A-B-C's of managing Generation X*, supported this finding as well; it declared that since Xers are very flexible and adaptable workers, they could adapt themselves to new people and situations with ease. It also makes them frequently eager to see results.

From this study one characteristic of Generation X also is self-focused, according to Losyk's (1997) article, *Generation X*. Losyk insisted that this generation became independent at a young age. Many had to grow up fast, taking on family responsibilities or part-time jobs to help out. All this helped them become freedom-minded, individualistic, and self-absorbed.

One of the shared values Gen Xers have is the acceptance of diversity. They are unified in their acceptance of fragmentation and extreme individuality, according to Stoneman's (1998) article, *Beyond rocking the ages*.

Moreover, personal gratification is one characteristic that this study found from the survey that supports the previous study in the Literature Review. In his article, *Can generation Xers be trained?*, Caudron (1997) noted that in the workplace, Generation X expect answers and feedback now. They want to know why they must learn something, before they will take the time to learn how. Filipczak (1994) in his article, *It's just a job generation X at work*, also emphasized that to them, one sure way to increase either job satisfaction or income is to jump ship. When Xers get bored with a job, they will want to move on to the next, either within the company or outside of it.

Besides the above, two more significant characteristics of Generation X found from this study, and agreeing with the previous studies in my Literature Review, are: personal growth and like challenge. According to Ruch's (2000) article, *How to Keep Gen X Employees From Becoming X-Employees*, Generation X seek achievement of their own goals and value individuals over the chain of command.

Hedden (2000) in his article, *Twenty Somethings: Managing the New Breed of Employee*, also affirmed that they expect to have fun on the job, be included in corporate decision-making, and be given the opportunity to learn new skills and tackle new challenges. They want balance and flexibility and want to do meaningful work, continue to learn and grow, and be able to make a contribution. As well in his article, *The art of wooing Gen Xers*, Cole (1999) said that Generation X need to feel challenged and engaged by their work. Xers want new challenges and the opportunity to build new skills.

Macalister's (1994) article, *The X generation*, claimed that Generation X are looking for the good looking job. They want to work somewhere unique, interesting and different. They want work that is exciting and entertaining. What they do not want is boring work. From this research all of the above support the major characteristics of generation X.

5.4.3 Objective 3. To identify the different motivations between Baby Boomers and Generation X.

The respondents were asked to select their agreement with 9 items regarding the motivations; most of the respondents rated their opinion about the motivations of Baby Boomers as the following: retirement plan, benefits, and salary.

For the motivations of Generation X, the respondents rated their opinion to this question as the following: training, salary, and reward.

This finding supports the previous studies in my Literature Review, according to Corbo's (1997) article, *The X-er Files*, Generation X feel that managers should give them the tools to work, no matter what the cost or amount of individual attention needed. Motivators include money, a pragmatic reward system and training. The latter builds new skills and makes them more marketable. Jurkiewicz (2000) in his article, *Generation X and the Public Employee*, confirmed that Baby Boomers are reportedly more concerned with their quality of life than with money, and Generation X are willing to trade off high compensation for leisure time. Generation X is more concerned overall with money than are Baby Boomers.

In his article, *The art of wooing Gen Xers*, Cole (1999) mentioned that incentives such as retirement plans and stock options, which often may attract Baby Boomers to a

company, do not have the same effect on younger workers. Generation X has come to expect huge salaries, is not interested in retirement plans and tends not to feel a sense of loyalty to employers. They are more compelled by the moment, and require short-term rewards and constant feedback.

Wiant (1999) in his article, *Are you listening to your employees?*, stated that statements that resonate with today's Generation X are "pursue our corporate goals and your own goals at the same time" and "seek out as much knowledge and as many skills as you can." As long as employees are challenged and rewarded, they will remain. When another company offers new challenges and more rewards, they will leave. The Generation X wants evidence that the company rewards individual loyalty. They are less likely to make assumptions about their value to the organization.

5.4.4 Objective 4. To identify the generation gap between Baby Boomers and Generation X.

The respondents were asked to select their agreement with 6 items, regarding the conflicts and tensions that have been found between Baby Boomers and Generation X. Most of the respondents identified the disparity between these two generations in these items: work ethics (80.7%), attitude (73.7%), and working style (68.4%).

The findings from this research agree with the previous studies in my Literature Review. In his article, *The X-er Files*, Corbo (1997) mentioned that three attributes show up differently among Generation X than others: work ethic, basic skills and attitude. The respondents rated as a number one item that there is a different work ethic between Baby Boomers and Generation X, which supports Raths (1999) finding in his article, *Bridging the*

generation gap, that older people may not be encouraged to take advantage of training opportunities, or they might be passed over for promotions because the perception is they are not going to be around much longer. Baby Boomers appear resistant to change, they just may be afraid of trying something new, making a mistake, and looking bad (Zetlin (1995), *Is it worth keeping older salespeople?*). On the other hand, Generation X is flexible. They are relaxed with change; they have changed cities, homes and parent all their lives. Xers value stability in their lives. They work to live; they don't live to work (Zemke, Raines and Filipczak (1999), *Generation Gaps in the classroom*).

In their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Zemke, Raines and Filipczak (2000) mentioned that both generations see the world in different ways. Baby Boomers' outlook is optimistic, but Generation X is skeptical. Baby Boomers' work ethic is driven, but balanced for the Xers. View of authority of Baby Boomers is love/hate, but for the Xers is unimpressed. Baby Boomers' leadership by consensus, in contrast to Xers' leadership by competence.

Alverson (1999) in his article, *The New Generation Gap*, also emphasized that work ethics have changed; the older generation was dedicated to perfect attendance. For example, if the old generation feels bad at home, it wouldn't feel any worse at work. But when the younger generation feels having a headache, it won't go to work.

The rank for item number two about the gap is attitude and this finding also supports the previous study in my Literature Review. Boomers worked hard to earn their wealth, spend their earnings conservatively, are saving for retirement and are deeply concerned about their own and their children's economic futures. In contrast, Xers believe that life is life, and work is work, and never the two shall meet. They grew up watching their parents work

themselves to death, only to be downsized and restructured out of their chosen careers. Moreover, this is the first wave of latchkey kids to hit the work force, and they resent the amount of time their parents spent at work. They also watch their Boomer bosses turn into workaholics, and they do not like what they see. Generation X, is a term coined to denote the perceived attitudes of 25 to 35 year olds who are disenchanted with the “work hard, spend hard” ethic of the Eighties.

In his article, *What Gen Xers Want From Work*, Adams III (1999) mentioned that while studies have shown that Xers are loyal to the companies they work for, they define “loyalty” differently than their older colleagues. For Xers, it is the contribution that counts, not the tenure. Other studies have shown them to be more willing than their Baby Boomer coworkers to take charge of their own career development and less tolerant of hypocrisy in the workplace.

Cole (1999) mentioned in his article, *The art of wooing Gen Xers*, that yesterday it was: “Thank you for the job opportunity, I will try to please you. “Today, it is: “Here is what I want to stay with the company, and if I am not happy and if I am not having fun, I will take my skills elsewhere.”

The next item that the respondents rated regarding the gap between Baby Boomers and Generation X is working style. This finding supports what was mentioned in Coolidge’s (1999) article, *I’m new; when’s vacation*, it declared that Generation X’s work style is fiercely independent; techno-literate; like to be in control; want fast reaction. In contrast Coolidge commented that Baby Boomers’ work styles are value incorporation, emphasis on the process of how work gets done, and having paid their dues and waited their turn for advancement.

In his article, *Twenty Somethings: Managing the New Breed of Employee*, Hedden (2000) said that Generation X expect to have fun on the job, be included in corporate decision-making, and be given the opportunity to learn new skills and tackle new challenges.

5.4.5 Objective 5. To determine a diminishing of the gap between Baby Boomers and Generation X.

The respondents were asked to select their agreement with 18 items regarding an approach to decrease the generation gap; most of respondents rated their attitude about this as the following: keep open communication channels, walk the talk, put the right people in the right job, provide training and development opportunities, respect competence and initiative, learn to value the difference and to leverage the talents of all members, create an atmosphere of mutual empathy and respect, coaching and mentoring, and no longer “one size fits all”.

The results mentioned above support the previous studies in my Literature Review. In their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Zemke, Raines and Filipczak (2000) stated that over-communication is a sign of a healthy company; keeping open communications channels, having an open-door approach and being responsive to the needs of employees. Flynn (1996) in his article, *Xers VS Boomers: teamwork or trouble?*, also noted that it is more effective to over-communicate rather than under-communicate. All of these studies revealed that keep open communication channels are very important plan to decrease the disparity. Putting the right people in the right jobs is one approach found from this study.

In his article, *capitalizing on a generation gap*, Schizas (1999) agreed that managers should avoid giving the young and talented jobs with little growth potential. Also training line managers in supporting and facilitating rather than exercising oversight and control is a must. Given their need for autonomy and flexibility, young employees would have difficulty in accepting rigid structures and inflexible management styles.

Schizas (1999) in his article, *capitalizing on a generation gap*, mentioned that providing training and development opportunities to all categories of employees to help them grow and maintain their loyalty is necessary. This study supports the data found from the research as well. Moreover Jurkiewicz, (2000) in her article, *Generation X and the Public Employee*, emphasized that training targeted to the similarities and differences of the two cohorts may increase both learning and retention.

Respect for competence and initiative is one more approach found from this research and according to Raz's (2000) article, *Showdown at generation gap*, respecting people's feelings, time and space is always the right approach to take when working with others. Zemke, Raines and Filipczak (2000) stated that Human Resource Managers should expect the best from their workers and they will get the best. When they treat every employee, from the newest recruit to the most seasoned employees, as if they have great things to offer and are motivated to do their best, it becomes a self-fulfilling prophecy.

In their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Zemke, Raines and Filipczak (2000) declared that employee retention is now a critical priority for all businesses. Companies must learn to treat their internal customers as well as they do their external ones. The companies should learn all they can about the employees, working to meet their specific needs, and serving them according to

their unique preferences. This previous study agrees with the finding from this research in the “learn to value the difference and to leverage that talent of all members” item of intervention to decrease the disparity.

One more method to reduce the gap found from this research is to create an atmosphere of mutual empathy and respect, this was also stated in Raz’s (2000) article, *Showdown at generation gap*; ultimately, most experts agree that an environment that nourishes highly productive relationships between young and old can be established. The key to transcending age-related differences is mutual empathy and respect. In his article, *actively capitalizing on a generation gap*, Schizas (1999), also highlights that to assess two of these generations and bridge the generation disparity the managers should practice by creating an atmosphere of fellowship where people can learn from and with each other.

Another way found from this research to decrease the gap is no longer “one size fits all” and there is a study from Zemke, Raines, and Filipczak (2000), supporting that each employee should be treated as an individual, not lumped into a category.

5.4.6 Objective 6. To determine an effective strategy to decrease the gap between Baby Boomers and generation X.

The respondents were asked to identify an effective strategy in their opinion to reduce the gap. Most of respondents felt that communication is one effective strategy to decrease the gap, which is in accord with the previous studies in the chapter of Literature Review. In their book, *Generations At Work Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*, Zemke, Raines and Filipczak (2000) concluded that

not all generationally diverse workplaces need to end in such discord. Their research has uncovered two keys to establishing a collaborative intergenerational workforce: aggressive communication and different deployment. In aggressive communication, conflicts are most often the result of preconceived expectations and rapid assumptions. Resolution comes when these generational cobwebs are aired out and addressed. Passive-aggressive behavior is to be avoided like the plague; over-communication is a sign of a healthy company.

Jurkiewicz (2000) in her article, *Generation X and the Public Employee*, also agreed that organizational communication should be reviewed to ensure that it speaks as effectively to Generation X as it does to Boomers. Checking for metaphors, vernacular phrases, and lifestyle references that may not be understood by some employees is necessary in order that all employees feel included, and none excluded.

The respondents also mentioned team building, coaching and mentoring, and operating from a sophisticated management style are working well to decrease the gap between Baby Boomers and Generation X.

5.5 Conclusion

Generation disparity in perspectives, attitudes, and behaviors is not new, however it can be difficult to reconcile in the workplace. To conquer the tension, one begins by understanding each side's point of view. Lack of attention to generational differences will make any company less attractive to young recruits, resulting in higher recruiting costs and greater difficulty in finding the right employees. A significant reason for developing this

research was to identify the interventions for decreasing the disparity between Baby Boomers and Generation X.

Managerial Implications: This study may be a framework for Human Resource Managers, including those in Lebanon, to know the approaches to decrease the disparity. I may help them recognize the characteristics and backgrounds of Baby Boomers and Generation X, determine the difference between them, and develop effective interventions to decrease the gap.

- In order to decrease the disparity between Baby Boomers and Generation X, Human Resource Managers should know the characteristics of the two generations, their backgrounds, characters, lifestyles, working styles, attitudes, perceptions of each other, and motivations.
- Human Resource Managers should understand the reasons for tension and conflict in work between Baby Boomers and Generation X and reduce this conflict and tension because they will have negative effects on the performance and efficiency of the company.
- Human Resource Managers should realize that communication is the key in decreasing the disparity. They should realize that there are different approaches such as being a role model and walking the talk, creating an atmosphere of mutual empathy and respect, a culture of learning, and using specific strategies to bridge the gap such as the ACORN imperatives (i.e. Accommodate employee differences, Create workplace choices, Operate from a sophisticated management style, Respect competence and initiatives, and Nourish retention).

5.6 Recommendations for Human Resource Managers

The findings of this study resulted in recommendations for Human Resource Managers in the USA. But I believe that most of these recommendations can be also useful to Human Resource Managers in Lebanon, because they reflect universal concerns and approaches. The recommendations are as follows:

- In order to decrease the disparity between Baby Boomers and Generation X, Human Resource Managers should know the characteristics of the two generations, their backgrounds, characters, lifestyles, working styles, attitudes, perceptions of each other, and motivations.
- Human Resource Managers should understand the reasons for tension and conflict in work between Baby Boomers and Generation X and reduce this conflict and tension because they will have negative effects on the performance and efficiency of the company.
- Human Resource Managers should realize that communication is the key in decreasing the disparity. They should realize that there are different approaches such as being a role model and walking the talk, creating an atmosphere of mutual empathy and respect, a culture of learning, and using specific strategies to bridge the gap such as the ACORN imperatives (i.e. Accommodate employee differences, Create workplace choices, Operate from a sophisticated management style, Respect competence and initiatives, and Nourish retention).

5.7 Recommendations for future studies

I strongly recommend future more extensive research. My recommendations for future studies are as follows:

- ❖ Future research, similar to this study, is recommended. However, the area of the survey may be expanded; a larger sample size may be used so that findings can be applicable to the whole population of Human Resource Managers. Further research and statistical test need to be run to test for difference in perception of human resource manager for Baby Boomers and generation X across demographics.
- ❖ Instead of the generation disparity between Baby Boomers and Generation X, future study could focus on the generation disparity between Generation X and Generation Next or Generation Y (the generation that come after Generation X).
- ❖ Another interesting and useful study could be a comparative one, for example between the US and the Lebanese workforces.

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NB: *All quotes which were mentioned in my Literature Review were said by these generations in the articles above.*

COVER LETTER

Date:

Dear Sir or Madam,

I am a student pursuing the Master of Business Administration at the Faculty of Business and Economics, Haigazian University. I am requesting your opinions about a generation disparity in the marketplace between Baby Boomers (born 1943 to 1960) and Generation X (born 1960 to 1980): I have chosen this subject, because as you know generation disparities in perspectives, attitudes, and behaviors exist and are a major challenge for management. Lack of attention to generational differences will make any company less efficient. Critical management skills will involve understanding generational differences in order to strengthen work relationships.

APPENDIX A

The survey should take 10-15 minutes to complete. Completing the survey is voluntary, all responses will remain confidential. A summary of the data will be placed in my research paper but no references will be made to identify you as the contributor of any particular data. Please return the completed survey before 23rd of April.

If you have any questions about this research, please call me at +9611786078 or e-mail me at pipo_105@hotmail.com. I would be most happy to answer any questions you might have.

I am grateful for your agreed participation in this study,

Sincerely,

Marwan Arnaout,
Beirut, Lebanon

COVER LETTER

Date:

Dear Sir or Madam,

I am a student pursuing the Master of Business Administration at the Faculty of Business and Economics, Haigazian University. I am requesting your opinions about a generation disparity in the marketplace between Baby Boomers (born 1943 to 1960) and Generation X (born 1960 to 1980). I have chosen this subject, because as you know generation disparities in perspectives, attitudes, and behaviors exist and are a major challenge for management. Lack of attention to generational differences will make any company less efficient. Critical management skills will involve understanding generational differences in order to strengthen work relationships between and among employees - especially between generation baby boom and generation X. They are the majority in the work force today. This study will identify the effective strategies in decreasing the gap. The human resource manager who is the one mainly involved with these two generations can benefit from the results of my study.

The survey should take 10-15 minutes to complete. Completing the survey is voluntary, all responses will remain confidential. A summary of the data will be placed in my research paper but no references will be made to identify you as the contributor of any particular data. Please return the completed survey before 23rd of April.

If you have any questions about this research, please call me at +9611786078 or e-mail me at pipo_105@hotmail.com. I would be most happy to answer any questions you might have.

I am grateful for your agreed participation in this study.

Sincerely,

Marwan Arnaout.
Beirut, Lebanon

QUESTIONNAIRE

SECTION I: Demographics

Please check appropriate response.

Gender: M F

Age 20-39 40-59 60 and older

Education High School Graduate Some College Bachelor's Degree Master's Degree Doctorate

How long have you been with your organization?

Less than 6 months 6 months to 1-year 1-3 years 3-6 years more than 6 years

What is the size of your organization?

Less than 50 employees 51-150 employees 151-400 employees 401-1000 employees Over 1000

What industry do you work in?

Manufacturing Customer Service

1. Marketing plan

2. Financial plan

3. Operational plan

4. Human resources plan

5. Technology plan

6. Risk management plan

7. Sustainability plan

8. Other (specify) _____

9. None of the above

SECTION II: Please rate both characteristics of the Generation of Baby Boomer and Generation X and circle the number that you choose.

1 = Not obvious (NO), 2 = Somewhat obvious (SO), 3 = Obvious (O),
4 = Very obvious (VO), 5 = Extremely obvious (EO)

QUESTIONNAIRE

Generation X
NO SO O VO EO

Part I: Attitudes

- 1. Inflexible to change
- 2. Idealistic
- 3. Self-reliance
- 4. Team player
- 5. Personal Organization
- 6. Team Orientation
- 7. Value individuality
- 8. Workaholics
- 9. Too intense
- 10. Competitive
- 11. Respectful
- 12. Slacker
- 13. Team Orientation
- 14. Aggressive
- 15. Self-reliance

SECTION I: Demographics

Please check appropriate response.

Gender: M F

Age 20-39 40-59 60 and older

Education High school graduate College/associate degree/vocational degree
 College graduate Taken graduate courses
 Graduate Degree Doctorate Degree

How long have you been with your organization?
 Less than 6 months 1-3 years more than 6 years
 6 months to 1-year 3-6 years

What is the size of your organization?
 Less than 50 employees 151-400 employees Over 1000
 51-150 employees 401-1000 employees

What industry do you work in?
 Manufacturing Customer Service

SECTION II: Please rate both characteristics of the Generation of Baby Boomer and Generation X and circle the number that you choose.

1 = Not obvious (NO), 2 = Somewhat obvious (SO), 3 = Obvious (O),
4 = Very obvious (VO), 5 = Extremely obvious (EO)

	Baby Boomer					Generation X				
	NO	SO	O	VO	EO	NO	SO	O	VO	EO
Part I: Attitudes										
1. Inflexible to change	1	2	3	4	5	1	2	3	4	5
2. Idealistic	1	2	3	4	5	1	2	3	4	5
3. Question authority	1	2	3	4	5	1	2	3	4	5
4. Loyalty	1	2	3	4	5	1	2	3	4	5
5. Personal Gratification	1	2	3	4	5	1	2	3	4	5
6. Value diversity	1	2	3	4	5	1	2	3	4	5
7. Value individuality	1	2	3	4	5	1	2	3	4	5
8. Balance career, life & family	1	2	3	4	5	1	2	3	4	5
9. Want Personal growth	1	2	3	4	5	1	2	3	4	5
10. Commitment	1	2	3	4	5	1	2	3	4	5
11. Respectful	1	2	3	4	5	1	2	3	4	5
12. Slacker	1	2	3	4	5	1	2	3	4	5
13. Whiner	1	2	3	4	5	1	2	3	4	5
14. Aggressive	1	2	3	4	5	1	2	3	4	5
15. Self-focused /Centered	1	2	3	4	5	1	2	3	4	5
16. Clueless about the future	1	2	3	4	5	1	2	3	4	5
Part II: Work Style										
1. Competitive	1	2	3	4	5	1	2	3	4	5
2. Involvement in the workplace	1	2	3	4	5	1	2	3	4	5
3. Team Orientation	1	2	3	4	5	1	2	3	4	5
4. Thinking globally	1	2	3	4	5	1	2	3	4	5
5. Pragmatism	1	2	3	4	5	1	2	3	4	5
6. Workaholics	1	2	3	4	5	1	2	3	4	5
7. Too intense	1	2	3	4	5	1	2	3	4	5
8. Team player	1	2	3	4	5	1	2	3	4	5
9. Self-Control	1	2	3	4	5	1	2	3	4	5
10. Like challenges	1	2	3	4	5	1	2	3	4	5
11. Hate to be closely managed	1	2	3	4	5	1	2	3	4	5
12. Work ethic	1	2	3	4	5	1	2	3	4	5

13. Ambitious /driven relentlessly pursuing goals

1	2	3	4	5	1	2	3	4	5
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Part III: Work Skills

- | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. Technological Skills | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 2. Creative | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 3. Entrepreneurial | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 4. Communication Skills | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 5. Quick learning ability | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 6. Sensitive to feedback | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 7. Concentrate on multiple issues at the time and process lot of Info | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 8. Comfortable with conflicting situation | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 9. Go Getters | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

10. What are the conflicts and tensions that you have found between Generation X and Baby Boomer at your workplace? Please check all items that apply.

- Decision Making
- Communication
- Working Style
- Attitude
- Work Ethics
- Other, please specify: _____

SECTION III: Rate the different motivations between Baby Boomer and Generation X.
 1 = Not Important (NI), 2 = Somewhat Important (SI), 3 = Important (I), 4 = Very important (VI), 5 = Essential important (EI)
 Please **rate both** Baby Boomer and Generation X, **circle the number** that you choose.

	Baby Boomer					Generation X				
	NI	SI	I	VI	EI	NI	SI	I	VI	EI
1. Salary	1	2	3	4	5	1	2	3	4	5
2. Incentive (e.g. Stock Options)	1	2	3	4	5	1	2	3	4	5
3. Reward (e.g. Time Off)	1	2	3	4	5	1	2	3	4	5
4. Personal Recognition	1	2	3	4	5	1	2	3	4	5
5. Training	1	2	3	4	5	1	2	3	4	5
6. Challenging Work	1	2	3	4	5	1	2	3	4	5
7. Team Building	1	2	3	4	5	1	2	3	4	5
8. Retirement Plan	1	2	3	4	5	1	2	3	4	5
9. Benefits	1	2	3	4	5	1	2	3	4	5

10. What are the conflicts and tensions that you have found between Generation X and Baby Boomer at your workplace? **Please check all items that apply.**

Decision Making

Communication

Working Style

Attitude

Work Ethics

Other, please specify: _____

SECTION IV: Please rate level of agreement to the following items regarding the approach to decrease the generation gap at the workplace. 1= Strongly disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly agree (SA) **Please circle the number that you choose.**

	SD	D	N	A	SA
1. Work unit meeting	1	2	3	4	5
2. Team building	1	2	3	4	5
3. Create an atmosphere of fellowship	1	2	3	4	5
4. Put the right people in the right job	1	2	3	4	5
5. Rotate people's positions so they can enrich their experience and understand the needs of other people and departments	1	2	3	4	5
6. Provide training and development opportunities	1	2	3	4	5
7. Keep open communication channels	1	2	3	4	5
8. Respect competence and initiative	1	2	3	4	5
9. Create an atmosphere of mutual empathy and respect	1	2	3	4	5
10. Train in generational preferences	1	2	3	4	5
11. Coaching and mentoring	1	2	3	4	5
12. Operate from a sophisticated management style	1	2	3	4	5
13. Treat employee like customer	1	2	3	4	5
14. Walk the talk	1	2	3	4	5
15. Provide information about each group's traits	1	2	3	4	5
16. No longer "one size fits all"	1	2	3	4	5
17. Increase open lines of communication in order to voice and articulate differences in work styles and values	1	2	3	4	5
18. Learn to value the difference and to leverage the talents of all members	1	2	3	4	5

19. Please describe the most effective intervention(s) that you have used to decrease the generation gap

Thank you for your cooperation

Similarity of major differences between Baby Boomers and Generation X

Generation X

Ages: 22-42

Market: 40 percent of workforce

Outlook: skeptical

View of authority: Unimpressed

Leisure: Individualistic

Defining moment: No one event, but

shaped by high divorce rate, violent

TV, and video games

Perspective: Self

Resonant themes: Ask why. Have

fun. Reluctant to commit.

Personal gratification: Work to live.

Generation: Baby Boom

Ages: 42-62

Market: 45 percent of workforce, most

significant buyers of real estate.

Outlook: Optimistic

View of authority: Love/hate

Leisure: Made-for-TV movies, inscen-

Defining moment: Assassination of John F.

Kennedy

Perspective: Team

Resonant themes: Change the world.

Personal gratification: Live to work

APPENDIX C

Summary of major differences between Baby Boomers and Generation X

Generation: **X**.....

Ages: 22-42

Market: 40 percent of workforce

Outlook: skeptical

View of authority: Unimpressed

Leadership model: Competence

Work ethic: balanced

Defining moment: No one event, but shaped by high divorce rate, violent TV, and video games.

Perspective: Self

Resonant themes: Ask why. Have fun. Reluctant to commit.

Personal gratification Work to live.

Generation: **B**aby **B**oom

Ages: 42-62

Market: 45 percent of workforce, most significant buyers of real estate.

Outlook: Optimistic

View of authority: Love/hate

Leadership model: Consensus

Work ethic: Driven

Defining moment: Assassination of John F. Kennedy

Perspective: Team

Resonant themes: Change the world.

Personal gratification. Live to work

Gen Xers: Defining Moments

- They are more realistic
- Women's Liberation
- Terrorist acts
- Watergate
- Energy crisis
- Nuclear disasters
- Challenger disaster
- Fall of Berlin Wall
- Operation Desert Storm

Gen Xers: The Gold-Collar Workers

- With the labor shortage reaching a peak in 1997 and the explosion in information technology, a high premium is being placed on people knowledgeable about technology/computers and/or willing to learn
- The gold-collar workers are college graduates trained in computers
- They would like to bring pets to work, work odd hours, work fewer hours, and have fun at work
- They are in the driver's seat with respect to the hiring process, since there are many unfilled technology positions.
- They know that work is no guarantee of survival, that corporations can downsize at any time

Baby Boomers: Defining Moments

The Older Boomers:

- They are more idealistic
- They are more likely to be workaholics
- Polio vaccine
- Peace Corps
- Civil Rights
- Sexual revolution
- Cold war
- Space travel
- Assassination (John and Robert Kennedy, Martin Luther King)
- Woodstock

The Late Boomers:

- They feel less driven for material success
- They make decisions based on the family, rather than the career
- They see parenting roles as emotional and involving
- They had experience with downsizing, causing them to feel distrustful about management and more cynical
- They feel that good work habits and positive mental attitudes are not always rewarded

Gen Xers: First -Half Generation

- They are more realistic
- Came into the marketplace during a severe downturn; downsizing, layoffs, parents having economic difficulties, no stability
- Everyone needs to watch out for themselves
- Whole generation of corporate nomads
- Only ticket is to develop real skills on the job: recent jump in internships in college (10 years ago 3% of college graduates had internships; now closer to 33% had internships)
- Many college graduates needed to take low paying jobs outside their field, particularly Liberal Arts majors

Gen Xers: The Gold-Collar Workers

- With the labor shortage reaching a peak in 1997 and the explosion in information technology, a high premium is being placed on people knowledgeable about technology/computers and/or willing to learn
- The gold-collar workers are college graduates trained in computers
- They would like to bring pets to work, work odd hours, work fewer hours, and have fun at work
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- They know that work is no guarantee of survival, that corporations can downsize at any time

The Boomer Dichotomy

The Older Boomers:

- They tend to be more idealistic
- They are more likely to be workaholics
- They are more likely to put their careers first and their family second
- They were influenced by the anti - Vietnam War movement, the Women's Movement, the Civil Rights Movement, and other societal changes
- They are driven to achieve economic success (the "Yuppies")
- They lived in economic prosperity and growth

The Late Boomers:

- They feel less driven for material success
- They make decisions based on the family, rather than the career
- They see parenting roles as emotional and involving
- They had experience with downsizing; causing them to feel distrustful about management and more cynical
- They feel that good work habits and positive mental attitudes are not always rewarded

The Generation Xers' Generational Personality

- They are self-reliant
- They are seeking a sense of family; small group activities, concept of "Friends"; creating nuclear families out of a group of strangers
- They want balance: reaction to the workaholic Boomers; their parents lived to work; Xers want to work to live
- They have a non-traditional orientation about time and space: they would like to do work at home, during odd hours, use the cell phone, and telecommute.
- They like informality: casual days are taken very seriously
- Their approach to authority is casual: formal hierarchical relationships are lost on Gen Xers;
- Are skeptical: they watch to see if words meet actions; they are told "be careful out there, it's a dangerous world".
- They are attracted to the edge: the "X" games were named in their honor (their sports are related more to individual challenges).
- They are technologically savvy: played video games, operated the microwave, and programmed the VCR.

The Baby Boomers' Generational Personality

- They believe in growth and expansion
- They think of themselves as the stars of the show
- They tend to be optimistic
- In schools and at home, the Boomers learned about teamwork
- They have pursued their own personal gratification, uncompromisingly, and often at a high price to themselves and others.
- They have searched their souls-repeatedly, obsessively, and recreationally
- The Boomers have always been cool

Assets

- Service oriented
- Driven
- Willing to "go the extra mile"
- Good at relationships
- Want to please
- Good team players

Liabilities

- Not naturally "budget minded"
- Uncomfortable with conflict
- Reluctant to go against peers
- May put process ahead of result
- Overly sensitive to feedback
- Judgmental of those who see things differently
- Focused on self

Gen Xers' Core Values

- Diversity
- Thinking globally
- Balance
- Techno-literacy
- Fun
- Informality
- Self-reliance
- Pragmatism

Gen Xers' On the Job

Assets

- Adaptable
- Techno-literate
- Independent
- Not intimidated by authority
- Creative

Liabilities

- Impatient
- Poor people skills
- Inexperienced
- Cynical

Baby Boomers' Core Values

- Optimism
- Team orientation
- Personal gratification
- Health and wellness
- Personal growth
- Work
- Involvement

Baby Boomers' on the Job

Assets

- Service oriented
- Driven
- Willing to "go the extra mile"
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Liabilities

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- Judgmental of those who see things differently
- Focused on self

Gen Xers Leadership Style

- Skilled at supporting and developing a responsive, competent team of people, changing direction or projects on a dime
- Egalitarian, rather than hierarchical
- Interest in promoting involvement and participation
- Leadership is a job, not magic
- Competent, fair, straightforward leaders
- Create circles of people into "campus cultures", with recreational opportunities
- Communication through listserv, email, chat rooms
- Need to reinforce that some administrative and/or repetitive aspects of jobs are necessary; detail needs to be paid attention to; and there needs to be checking on the quality of things done
- Need to provide as much freedom as possible; help to develop a broad range of diverse skills
- Provide constructive feedback
- Keep training materials brief
- Provide multiple tasks

Baby Boomers Leadership styles

- Collegial, consensual
- Concerned about participation and spirit in the workplace, heart and humanity in the office
- Creating a level playing field, influenced by the civil rights movement
- Believe in the magic and art of leadership

Next, I compare and contrast the attitudes and behaviors of the two generations as they relate to loyalty, work ethic, and relationship with authority.

Loyalty

- **Baby Boomer**
 - Have often given loyalty to the company at the expense of other aspects of their lives
- **Generation X**
 - Everyone must look out for themselves, survival of the fittest; applies to individuals and to companies
 - Your loyalty is to being in charge of your own career

Work Ethic

- **Baby Boomer:**
 - Driven
 - Work equates with self-fulfillment, self-worth
 - Will work long hours
 - Excessive work is starting to catch up with them
- **Generation X:**
 - Balanced
 - Work is no guarantee of survival
 - “Work to live” don’t “live to work”
 - Believe that if the job demand was estimated appropriately, wouldn’t have to work overtime.

Relationship with Authority

- **Baby Boomer:**
 - Love/hate
 - Often very political animals who spend much energy protecting their turf
 - Conflict avoidant so may make their displeasure with management known through less obvious means
- **Generation X:**
 - Not against authority just unimpressed with it
 - Formal hierarchies are meaningless to them

Manage Employees of Different Generations

- **Baby Boomers**
 - **Providing Opportunities**
 - Focus on how they can make a tremendous difference/impact by their contribution
 - **Motivators**
 - High salary
 - Retirement plan
 - Benefit (i.e. stock options)
 - Public recognition
 - Reward their work ethic and long hours.

Employees of • Turnoffs

- Political incorrectness

• Generation Xers

• Providing Opportunities

- Avoid overemphasizing the greatness of the organization and team efforts.

- Stress the changes the organization is going through as a chance to develop new skills.

- Emphasize the training they will receive on the job.

• Motivators

- Do it your way.

- The newest hardware and software.

- Work doesn't have a lot of rules here.

- Constructive feedback.

- A little freedom goes a long way.

- Unexpected reward (i.e. leisure time, time off and childcare)

- Grant personal control over work as much as possible.

- Public recognition

- Short work assignments.

• Turnoffs

- Cliché, hype

- Lack of work ethics

Employees of Different Generations as Team Members

- **Baby Boomers**
 - Generally enjoy team work.
 - Very experienced as team players but desire to prove selves may override team considerations
 - Turfish and political players, can be manipulative
 - Not good at addressing conflict.
- **Gen Xers**
 - Tend to reject the Boomer mentality of teamwork and buzzwords associated with it.
 - Quest for a family connection may endear teams to them.
 - Can work in teams but don't need to be "together" all the time, work alone and check in with the group on occasion, use e-mail etc. to communicate.

Perceptions

- **Baby Boomers see Xers as:**
 - Sarcastic
 - Lazy
 - Rude
 - Illiterate whiners
 - Un-loyal to work
 - Lack of work ethics

How effective
Generations?

- Not willing to pay dues
- Disrespectful to rules and authority
- Slackers
- Selfish
- Not committed to work
- Materialistic
- Not wait there turn
- Acknowledge and accept all generations
- **Xers see Baby Boomers as:**
 - Cautious
 - Like hierarchy in work
 - See them obstacles in their way
 - Prefer work on family
 - Self-righteous
 - Inflexible to change
 - Interested more in positions than performance
 - Give feedback, reward, and recognition when needed
 - Vary your supervisory approach to what a person needs, based on their prior performance and their preference
 - Thoughtfully match assignments with team or individual strengths
 - Strike a balance between concerns for task and concerns for people, either extreme is unproductive

How effective is Human Resource Manager in dealing with Employees of Different Generations?

- **The ACORN Imperatives**
 - **Accommodate employee differences.**
 - Learn about your employees needs and desires
 - Make concrete efforts to accommodate in areas that impact scheduling, work-personal life balance, family issues, and nontraditional lifestyles
 - Acknowledge and accept all generations
 - **Create workplace choices.**
 - Let the workplace customs and routines develop around the work that needs to be done, the patients served, and the staff
 - Examine areas of rigidity and conformity and question the extent to which these are really needed to accomplish your goals
 - **Operate from a sophisticated management style.**
 - Provide the big picture for your employees, goals and expected outcomes
 - Give feedback, reward, and recognition when needed
 - Vary your supervisory approach to what a person needs, based on their prior performance and their preference
 - Thoughtfully match assignments with team or individual strengths
 - Strike a balance between concerns for task and concerns for people, either extreme is unproductive

- Strive for fairness, inclusiveness, good communications
- Demonstrate your own areas of competence
- **Respect competence and initiative.**
 - Assume that people will give you their best, it's a self-fulfilling prophecy
 - Avoid constant and close supervision and monitoring
- **Nourish retention**
 - Inspect your workplace, what is employee toxic, i.e. what attributes of your workplace drive people away rather than encourage them to stay and grow
 - Offer multiple opportunities and approaches to training
 - Coach effectively
 - Look for ways to expand responsibilities that is enriching or a growth opportunity to the employee rather than a burden.