National College of Ireland

AN INVESTIGATION INTO WHAT FACTORS NEED TO BE CONSIDERED IN THE MANAGEMENT OF DIFFERENT GENERATIONS IN A FINANCIAL SERVICES COMPANY IN IRELAND IN RELATION TO EACH COHORT'S WORK VALUES AND ATTITUDES TO WORK.

by

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Abstract

In the ever-changing business environment of today, organisations have found themselves managing people from various generations (Saba, 2013). There are many factors such as advancements in technology and an aging workforce, which challenge the workplace to support all participating generations (Saba, 2013). This study explores the factors that need to be considered in managing different generations in a financial services company in Ireland. Differences in job satisfaction and motivation across age cohorts were explored by investigating each generation's work values and beliefs and their impact on the workplace. A quantitate research approach was adopted in order to identify the values and behaviours of each employee. A survey of 130 employees was conducted with a 76% response rate. The results were analyzed using SPSS Software. The findings suggest that communication and communication styles are the most prevalent differences between generations with 63% of respondents stating so. In the findings, younger generations indicated a preference for informal approaches to communication versus older employees indicating preference for structured feedback and direction. Although there were no inherent differences in work values identified between generation X and Y, from the survey conducted, it was demonstrated that the generations show differences in relation to attitudes to work and behaviours in the workplace. This research suggests that organisations need to take a balanced approach to the notion of generational differences and its impact. It has identified a need for different approaches to training, development of employees and communication styles. A number of recommendations for future research are identified including the need to identify preferred training and coaching methods for all generations, as well as expanding the research approach for a longitudinal style to cross a larger and more diverse generation sample which could provide deeper insights into changing behaviours of generational cohorts over a longer period.

Declaration:

I the author, declare that the work submitted for examination is wholly my own work and that all materials consulted and ideas garnered in the process of researching this dissertation have been properly and accurately acknowledged.

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List of Abbreviations;

HRM - Human Resource Management

PWE - Protestant Work Ethic.

MQ - Motivational Questionnaire.

KPIs - Key Performance Indicators

ROCI - Return on Capital invested

IT – Information Technology

Chapter 1 Introduction

This chapter will serve to provide an overview of generational differences in the workplace. The author will outline the aims and objectives of this study, along with the context and rationale of the project. The researcher chose to investigate the generational differences in a financial services organisation in Dublin, Ireland.

The research will focus on identifying work values within different generations and the impact of same within organisations. The researcher will be exploring possible differences among the generations by investigating each generational grouping's work values and beliefs. Firstly, defining each generation functioning within the workplace today. Secondly, exploring through available research respective beliefs and values found within each generation. Thirdly, through the use of a survey, the author will attempt to measure various work values reported by each generational group in order to determine if differences exist.

Furthermore, the researcher will examine factors that can be considered in the management of a generational workforce.

An abundance of literature currently exists in references generational differences in the workplace (Saba, 2013). With aging populations, changing customer behaviour, societal impacts, increasing retirement ages, enhancements in technology coupled with an educated workforce, differences between generations in relation to motivation, work, and personal values poses many interesting and challenging questions for the future of the workplace (Lyons, 2013). Despite a diversity in regards to age in today's workforce, organisations still have little knowledge or research as to how possible diverse motivational needs of the various generations could potentially influence improve motivational performance (Heyns and Kerr, 2018). In the current business environment organisation's leaders find themselves managing employees from various generations, creating the need for workplaces to adapt their approach and practices with a view to successfully managing such a workforce (Saba, 2013).

The difference in managing employees from distinct generations through research is becoming more pronounced due to different personal and work values (Lunova and Cirjevskis, 2017). Generational differences can affect a number of factors that are crucially important in the workplace such as; work values, personalities, attitudes and behaviours, career expectations and experience, teamwork and leadership (Lyons, 2013). Grasping a better understanding of these factors and generational cohabiting in the workplace could potentially lead to better recruitment retention, succession planning, communication, employee engagement, and conflict resolution (Lyons, 2013).

1.1 Context of Research

The purpose of this dissertation is to review the literature on the topic of generational differences in the workplace and to examine employee attitudes in a financial services organisations in Ireland. This researcher will try to explore emerging trends or factors in relation to the management of the potential challenges that a multi-generational workforce can pose and what factors need to be considered when managing a multi-generational workforce.

1.2 Aim of Current Research;

The aim of this research is to review the literature into the topic of generational differences in the workplace. The researcher will aim to investigate what factors need to be considered in managing different generations in a financial services company in Ireland. The researcher will be exploring possible differences across age cohorts by investigating each generation's work values and beliefs, and the impact of same in respect to the workplace. Furthermore, the researcher will examine factors, if that can be considered in the management of a generational workforce.

1.3 Rationale for research:

Much attention in recent time has been discussed to the multi-generational differences in the workplace due to diversity in values related to age (Gibson et

al, 2009). Both academic and popular literature agree on a core set of values held by each generation (Gibson et al, 2009). Such values are determining factors of how each cohort is motivated, and what each cohort seeks from their employer occupationally. This in turn poses a question to the organisation of how to motivate each cohort and manage the business effectively in order to perform effectively and lead to organisation growth (Gibson et al, 2009). According to Gibson et al (2009) the topic of managing employees from distinct generations is becoming especially pronounced due to different personal and work values. Dencker et al (2008) go further to suggest that understanding how a multigenerational workforce could collaborate in the workplace would contribute to the more efficient attraction of staff, retention within an organisation, communication between generations, involvement and management with regard to employees.

1.4 Rationale for research from a HRM perspective:

As outlined by Saba (2013) from a human resource management (HRM) perspective, the management of different generations in the workplace is particularly topical for three reasons: firstly, according to Saba (2013), each generation has a different set of values and expectations in relation to work. This is backed up by Cirjevskis (2017) stating that each generation appears to have different work values and expectations in relation to work. Saba (2013) goes further to state that the second reason multi-generational workforces is topical due to the fact that in comparison to previous years, employees from different generations are now working together for longer periods, which could be linked to the implementation of lifelong learning policies within organisation, raising retirement ages across the western world, and reduction in pensions in the case of early retirement, therefore leading or contributing to the involvement of older generations and even retired workers in the labour market. Thirdly, Saba (2013) states that in comparison with previous periods of time, there is a reduction of

stable and high-quality jobs and an increase in contract versus permanent roles available in the labour market.

According to Legas and Sims (2011), generational differences and misinterpretations between cohorts in organisations can reduce productivity and could potentially lead to miscommunication of crucial information. Through Heffes (2005) research, it was found that at least 45% of organisations are failing to capture workforce knowledge to newer employees. Furthermore, Heffes (2005) research noted that such organisations that fail to have formal workforce planning in place or fail to have an ability to capture workplace knowledge. Saba (2013) agrees, stating that in today's workplace, organisations need to address such concerns in order to prepare and adapt for the future. Saba (2013) goes further to suggest that organisations need to address the balance as excessive and prolonged work hours has been found to predict higher turnover, lower commitment, and reduced job satisfaction.

1.5 Contribution to Literature

The current research aimed to research what factors need to be considered in managing different generations in the financial services sector in Ireland in relation to each cohort's work values and attitudes to work. Previous studies in this area, are based on a longitudinal approach with often the studies taking place outside of Ireland and not in one workplace. The current research aimed to use a quantitative survey-based design to research the question and sub-objectives outlined in the following chapters.

The subsequent chapter will detail the literature surrounding this area.

Chapter Three will discuss the research instrument selected for this dissertation.

Chapter Four will discuss the results and descriptive statistics from the data collected.

Chapter Five will identify the findings of this dissertation and the discussion surrounding the themes which emerged.

Chapter Six will conclude this work and outline recommendations for future research and the limitations of this study.

Chapter 2 Literature Review

This section will examine the relevant literature on factors affecting generational differences in the workplace and will draw upon the perspectives of various academics. The author will begin with an overview of each generation, defining as per the literature values and behaviours expressed by each.

This will be followed by a review of personal value systems of the generations. This section will review the factors such as measures of personal values, including personality traits, motivations drivers and attitudes to work for each generational cohort. The author will also explore the work values of each generation and the impact of each.

This section will also explore the HRM factors for consideration to improve an organisation's workplace from a generational perspective, such as the importance of workplace design, diversity in the workplace and the impact of generational diversity in the workplace.

2.1 Definition of the term Generations:

A generation is defined as a "group of people or cohorts who share birth years and experiences as they move through time together, influencing and being influenced by a variety of criteria factors. These factors include shifts in society-wide attitudes, changes in social, economic and public policy and major events." (Kupperschmidt, 2000, p. 66). Hoole and Bonnema (2015) state that a generation, also referred to a "cohort", share a collective identity, which is brought about through shared life stages that have been shaped by the culture of a particular period in history. The major significance of such shared experiences is that each generation or cohort develop work values and particular characteristics. According to Jurkiewicz (2000), such shared experiences can influence an individual's feelings toward authority and an organisation. Jurkiewicz

(2000) goes further stating that such characteristics can determine what an individual values from work and how an individual plans to satisfy such desires.

2.2 An overview of Generational Differences:

As outlined in the below illustration, Douglas (2018) has identified five generations within the workforce.

Fig 1: Five generations within the workforce.

Image source: Consultancy UK (2015). Generation Y less satisfied than other generations.

2.2.1 Traditionalists, or sometimes referred to as Veterans;

Born between 1928- 1944. This generation through research values authority and a top-down management approach coupled with hard work. People born in this time period expect some degree of deference, and tend to be workaholics (Douglas, 2018). Hammill (2005) goes further to classify traditionalist as seeing

work as an obligation, with an individual work style. Hammill (2005) suggests that this group prefer a clear leadership style of command and control. Murphy (2010) outlined that traditionalist would have a strong work ethic and have a preference for discipline within a workplace. Hammill (2005) suggests that a traditionalist preferred a form of communication through the use of a memo.

2.2.2 Baby Boomers

Born between 1945 – 1964. This generation expects some degree of deference to their opinion, can be classified as workaholics (Douglas, 2018). Puybaraud et al. (2010) state that this generation, in comparison to others, has seen the greatest change in over the last 50 years in relation to the world of work and work practices. Puybaraud et al. (2010) states the main reason for this, has been the shift from industrial to more office-based working. Like traditionalist, Baby Boomers have a good work ethic (Hammill, 2005). However, in contrast to traditionalists, baby boomers prefer to work in teams (Hamill, 2005). Murphy (2010) agrees with Hammill (2005) suggesting that Baby Boomers, wish to be involved in decision-making processes and thus prefer a more consensual leadership style. Hammill (2005) states that baby boomers in contrast to traditionalists, prefer the personal touch, and thus communication is important in achieving the best out of baby boomers in the workforce.

2.2.3 Generation X

Born between 1965- 1979, are comfortable with authority, want to be listened to, hard-working and view work-life balance as important (Douglas, 2018). Generation X have a different approach and relationship to work. Haynes (2011) and Murphy (2010) supports this outlining that generation X view work as a contract and have a preference to be self-reliant, and do things their own way. Hammill (2005) explains what this means is that generation X employees would have a preference to question and challenge other employees. In relation to the workplace, Hammill (2005) outlines this as a potential conflict with a traditionalist

employee who expect their experiences to be respected. Haynes (2011) states that generation X employee's view the workplace as an equal playing field, and are therefore less likely to adhere to the rules. Hammill (2005) suggests that while this approach leads to a more entrepreneurial approach to working and work practices, it has the potential to cause conflict. Hammill (2005) goes further to state that generation X have a need for direct or instant feedback on performance, which could cause also cause potential conflicts in management styles for leadership.

2.2.4 Generation Y (commonly known as millennials);

Born between 1980-1995, grew up generally in prosperity. For this cohort, respect is important and must be earned, they are technically savvy with a goal-oriented approach to work (Douglas, 2018). Generation Y are deemed to have a participative approach to work, whilst viewing works as a means to an end as they prefer to accomplish a work-life balance between work and family. Hammill (2005) and Murphy (2010) states that as a group, generation Y tend to have higher expectations of work, and are goal-oriented. Murphy (2010) goes further to suggest that Generation Y have a tendency to be motivated by working with others with a creative approach, which could be a potential flag for conflict in the workplace. Hammill (2005) and Murphy (2010) both agree that Generation Y uses technology to be connected 24/7 and have developed skills to multi-task.

2.2.5 Generation Z (commonly known as digital natives);

Are regarded as fast decision-makers (Douglas, 2018). Many traits still to emerge as this cohort are only entering into the workplace and not much literature is available.

It is very evident from the above, that each generation have different workplace characteristics. The observed uniqueness of each generation implies that each is potentially driven by different motivations (Durkin, 2011). Which in turn provides

insights into how best to potentially motivate each cohort (Durkin, 2011). It is also apparent that there is the potential for workplace tension. In a study, Burke (2004) states that 54% of human resources management practitioners reported conflict between mature employees and younger employees. Such conflicts arose from differences in perceptions of work ethics and aspects relating to work-life balance. This is backed up further from Meriac et al (2010) where they report that ideological and perceptual differences between each cohort can lead to conflict and misunderstandings. Twenge and Campbell (2008) give an example of a potential conflict where a Generation Y worker sees work as a means to an end, in contrast to a traditionalist view of work as an obligation. It is evident that each generation has or holds a different interpretation of what work means, which could have the potential for conflict or tension (Twenge and Campbell, 2008). Haynes (2011) suggest that additional tension could arise from communication styles adopted by organisations and their leaders, as traditionalists prefer an individual work style, in contrast to Generation Y who prefer a more collaborative and participative work style. In term of organisational performance Wong et al (2008) state that there is a growing need for organisation to pay attention on how differing motivational drivers across the generations is required, in order to determine how this manifests within the workplace by focusing on work values rather than generational differences in order to provide an environment where all employees can perform. Van Walt and Du Plessis, (2013) support this in stating that as a result of potential conflict between cohorts there is consequently a need for organisational leaders to be aware of appropriate prevention of conflict and to also reduce the number of misunderstandings in order to improve overall organisational performance.

2.3 Personal Value Systems of Generations:

There is a pronounced interest in the human resources field in how an organisation can manage and operate with employees from different generations in the workplace. Some of this interest is sparked on the assumption that

generations differ greatly in their goals, expectations and work values (Cennamo and Gardner, 2008).

Values are defined as "what people believe to be fundamentally right or wrong" (Smola and Sutton 2002, p. 365). George and Jones (1999) describe work values as workers attitudes and expectations from the workplace, and the desired direction in achieving such expectations. Smola and Sutton (2002) explains that in today's workplace it is not quite as easy, due to the vast traits of decision making, problem-solving, troubleshooting and managing, which is expected from a modern worker. Kupperschmidt (2000) suggests that as work values are by definition "affective responses to immediate or recent work experience," they can "also contain cognitive components such as an employee's perceptions of their work environment that should be filtered by generational lens of traits, values, beliefs, and expectations." (Kupperschmidt, 2000, pp. 65).

Angeline (2011) outlines that the expectations in relation to work attitudes and behaviors of individuals from each generational cohort can be influenced by significant life events, culture, and even their five sense. Espinoza et al (2017) go further to stress that there are six value-shaping influences that impact each generation stating that "as its members move their formative years: family, education, morality, peers, spirituality and culture." Angeline (2011) Cited in Holm, p.27. Dencker et al (2008) claim if organizations have a better understanding of generational differences and each of their unique personal value systems, could potentially lead to better recruitment, retention, succession management, communication, employee engagement, increased organisational performance, and conflict resolution. Martins and Martins (2014) state a need for a deeper understanding of each cohort of employees is required as the landscape of the workplace has changed due to increasing age diversity. Linley et al (2013) stress that understanding such enablers is required by organisations in their pursuit of performance excellence.

2.4 Measures of personal values;

Work values refer to an employee's attitudes regarding what is "right", coupled with attitudes that an individual should expect in the workplace (George and Jones, 1999). Ashley et al (2001) goes further to suggest that an individual's personality preferences and motivational drivers are likely to be related and influenced by his/her work values. Ashley et al (2001) outlines that it is important to determine a distinction between these concepts.

In this section, the author will discuss various measurements of personal values as discovered through a review of academic literature, such as personality, motivational drivers, attitudes to work and work values.

2.4.1 Personality

Personality is defined as an individual's preference or particular way of behaving, thinking and feeling (Saville et al, 1984). Henceforth, an individual's values could potentially influence behaviour in the workplace and personality is inclined to have a more direct measure of behaviour (Wong et al, 2008). Understanding personality differences across generations in the workplace, and its importance, is highlighted through research suggesting that individuals' differences in personality influence job performance (Barrick et al, 2002) and (Tett and Burnett, 2003) and job satisfaction (Avery et al, 1989). Research outlines that in order to cultivate and sustain high performance and satisfied workforce across all generations in the organisation, the organisation itself needs to understand the key differences in personality preferences of each generation (Wong et al, 2008).

2.4.2 Motivational Drivers:

"Motivational drivers refer to the factors that energise, direct and sustain behaviour in the individual." (Wong et al, pp. 881). While motivational drivers are

closely linked to values, motivation is more closely linked to factors that actually drive performance (Browne, 1976).

According to Wong et al (2008) popular literature would suggest that intrinsic generational differences such as feedback, skill variety and community identity difference throughout the generations. Wong et al (2008) suggests that literature would contradict this notion. Hornblower (1997) research support this contradiction where it was found that a large number of Generation X's hold the belief that career progression can be accomplished through hard work. Hornblower (1997) found that such differences between generations are in the reasons for working hard. Applebaum et al (2004) support this by arguing that at some stage in each generational cohort's life cycle that there is evidence of lack of motivation to work hard. Applebaum et al (2004) research compared common motivational factors of two generations at either end of the spectrum and found that on the contrary to common perceptions or popular research, that motivational factors such as (1) stable and secure future, (2) high salary, (3) an opportunity to learn (4) variety in work assignments were identical for both cohorts.

2.4.3 Attitudes to work

Cennamo and Gardner (2008, pp 860.) through their research found that a fit between an organisation and an employee work values were related to "satisfaction, organisational commitment and intention to leave for all generations, there were few differences in work values between generations". Hulin and Judge (2003) define work attitudes as both cognitive (evaluative) and/or emotional (affective) reactions to various aspects of work itself. Twenge (2010) state that work ethic steadily declined from Baby Boomer generation down through Generation X and on into Generation Y. The relationship between work and an employee state of mind is complex and well beyond the employee's attitude to the value of work as a source of income (Shragay and Tziner, 2011). Lodahl and Kejner (1965) defined job involvement

as the level of employee's personal involvement in their role on a psychological level. Lodahl and Kejner (1965) definition is derived by distinguishing between job involvement and occupational involvement. According to Sharagay and Tziner (2011), this can cause confusion due to psychological identification and the employees need to invest in their career or job for their own self-esteem. Kanungo (1982) goes further on this point to marry both theories together suggesting that in order to satisfy both psychological identification and job role, the focus should be on satisfying the employees needs both intrinsic and extrinsic. Riketta and Van Dick (2009) support this suggesting that job involvement is both psychological identification with the job itself and the degree to which the job or role is perceived as a reflection of the employee's life or identity. Job involvement or an employee's attitude to work is greatly affected by the personality traits of the employee rather than by organisational factors. Rabinowitz and Hall (1977). Pogson et al (2003) found that differences in relation to work ethic and attitude to work are impacted by career stage. Pogson et al (2003) go further to state that work ethic increases as employees go through various career stages. Cherrington et al (1979) also stress that work ethic or attitudes to work can be impacted by socioeconomic status. Popular press tends to often discuss generational differences in relation to attitudes to work, where it would suggest that Millennials would be a generation that would be less content or satisfied. Trunk, (2007) and Kowske et al (2010) through comparing boomer, Generation X and Millennials reported that Millennials have higher levels of job satisfaction, job security, and career development and advancement. In the same study Kowske et al (2010) reported similarly high levels of satisfaction of Millennials in relation to compensation and benefits and work itself when comparing Boomer, Generation X, and Millennials. Kowake et al (2010) research in relation to generational attitudes to work would contradict popular press. Davis et al (2006) conducted a cross-sectional study which would support Kowske et al (2010) state that Boomers exhibit lower job involvement in comparison to Generation X and Millennials. However, a study conducted by Cassidy and

Berube (2009) would contradict Kowske et al (2010) reporting that Millennials have a higher turnover than that of Boomer and Generation X.

2.5 Work Values:

Over the centuries, the meaning of work has changed (Smola and Sutton, 2002). In the 16th century, the Protestant Work ethic (PWE) emerged from a belief that hard work, dedication, frugality and perseverance were necessary for salvation and pleasing towards God (Steiner and Steiner, 2000). "The PWE has been used interchangeably with character ethics, business ethics, work values, work beliefs and/or belief systems." Smola and Sutton, 2002, pp. 365.) Furnham et al (1993) proposed that PWE was culturally based, questioning the term "Protestant" due to similar work values within cultures that were not protestant. Values "define what people believe to be fundamentally right or wrong." (Smola and Sutton, 2002, pp. 365). George and Jones (1999) describe work values as employees' attitudes and their subsequent expectations from the workplace and one should proceed in achieving such expectations. According to Smola and Sutton (2002) today's workplace is more complex with the modern employee required to possess skills such as decision making, problem-solving and managing. In this vein, in the modern workplace, Smola and Sutton (2002, pp.366) state that "work values are the evaluative standards relating to work or the environment by which individuals discern what is "right" or assess the importance of preferences." Smola and Sutton (2002) go further to suggest that work value differences are important into today's organisational environment, as leadership is reacting to potential changing values of employees, and those changing value systems could potentially have a knock-on effect on organisational values. Transitional changes of differing generations into leadership positions throughout organisations will be influenced by the values of that transition generations (Smola and Sutton, 2002). Judge and Bretz (1992) imply this will have implications in relation to corporate culture, which Dose (1997) suggest it will

raise ethical issues. Jurkiewicz (2000) state that it will have implications in relation to the success or failure of various human resources initiatives a company may be undergoing. It should be noted that throughout Smola and Sutton (2002) research it is suggested that employee values of each generation cohort change over time as a consequence of changes in employee's societal environment, and to a lesser extent the maturation process of the employees involved. Rhodes (1983) is in agreement with this view stating that changes in work attitudes, values and satisfaction change as employees pass through various stages in their careers. However, in contrast to this Singer and Abramson (1973) found through research that there was no change in work values over a 12-year period, even though through the research it was identified that participants had received substantial changes in salaries/circumstances. This variance in research concerning generational differences in work values is supported by Parry and Urwin (2011) who reviewed such research prior to 2009 and state that many studies findings no differences, others finding a number of differences, thus concluding contradictory evidence. In essence as Miller et al (2002) stated work ethic can be defined as a set of beliefs and attitudes that are reflective in ones pertaining to work behaviour, regardless of generation.

2.6 HRM Factors for consideration for improved Organisational Performance;

In this section, the author will discuss factors to consider from a Human Resources perspective to improve organisational performance within a multi-generational workplace. The author will investigate through relevant literature the importance of workplace design, diversity of a workforce and the impact of generational diversity in the workplace.

2.7 The Importance of workplace design:

Angeline (2010) states that organizations would possibly be less competitive and productive if the diverse expectations from different generational groups are not acknowledged or managed. The transfer of knowledge between employees is an integral component of any business (Appel-Meulenbroek, 2010). The ability of an organisation to manage and enable knowledge transfer between different generations of employees can be instrumental in delivering future success (Haynes, 2011). Appel-Meulenbroek (2010) stresses that working environments need to facilitate knowledge transfer between employees. Apple-Meulenbroek (2010) goes further to state that transferring knowledge from older to younger employees requires careful planning and considerations in workplace design and layout. Apple-Meulenbroek (2010) explains that workplace design and places of interaction within the workplace, allows tacit knowledge, knowledge that is in the older workers head, to be shared and turned into explicit knowledge. By creating this open-plan environment, Apple-Meulenbroek (2010) suggests that it can enable "creative eavesdropping" thus creating an opportunity for the younger workforce to learn and overhear from their older colleagues. This theory is also shared by Hughes and Simoneaux (2008, p.32) where they state "Different types of work require different workspaces and different ages respond differently to different environments". Enabling flexible and different work styles to be adopted, is supported by the Welcoming Workplace project, which is to provide workspace which is concentrated, collaborative and contemplated (Smith, 2008). Haynes (2007) supports this by stating in order to facilitate and encourage knowledge sharing and social cohesion, it is integral to incorporate a number of informal interaction points through a building.

Haynes (2011) elaborates on this to point out that the importance of understanding the impact of generational differences in the workplace, it must be first understood what the principle aims of the business and organisational culture that is desired. Haynes (2011) goes further to outline that secondly, detailed research and investigation would be required to establish and

understand each employees' requirements. Haynes (2011) finally notes that workplace design should incorporate diversity to enable and facilitate different working practices and the company should be constant communication with employees in relation to workplace design through an effective and inclusive communication strategy.

2.8 Diversity in the workplace:

"There is a problem in the workplace… It is a problem of values, ambitions, views, mindsets, demographics and generations in conflict. The workplace you and we inhabit today is awash with conflicting voices and views of the most age- and value-diverse workforce this country has known since our great-great grandparents abandoned field and farm for factory and office" (Zemke et al 2000 p. 9).

The above quote illustrates the ever-growing dilemma facing the workplace as presented in the popular press (Lyons and Kuron, 2013). Lancaster and Stilman (2002) and Johnson and Johnson (2010), support this narrative by outlining that having a better understanding of each generation cohabiting in the workplace could lead to better human resources practices in the area of recruitment and retention. While Dencker et al (2008), go further to suggest a better understanding of each generation would lead to improved succession planning, communication, employee engagement and reduce conflict in the workplace. As outlined above, while each generation may hold a particular set of work values, an organisation also possess a set of values and a medium to communicate with them (Miller and Yu, 2003). Kristof (1996) through research established four types of value fit for employees and organisations. (1) person organisation fit, (2) fit-person-vocation fit, (3) person-group fit and (4) person-job fit.

According to Schein (1992) the values of influential members of the organisation is a correlation to that of the organisational culture. D'Amato and Herzfeld (2008)

research suggested that the role of employees learning orientations and intentions to engage in developing leadership capabilities play in the relationship with the membership of generational cohort and its impact on employee retention. This is evident through D'Amato and Herzfeldt (2008) research where all generations value job security, with the oldest and youngest generations placing higher importance on career influence.

Glass (2007, pp.100) states that there are "three main areas where generations differ: (1) work ethic, (2) managing change, (3) perceptions of organisational hierarchy." Glass (2007) goes further to state that communication models may also pose as an issue between generations. Glass (2007) also states that in order to face such communication challenges, organisations need to find the right communication medium in or to get its message across to each generation. Glass (2007) suggest the use of the company's websites, blogs to inform millennials of the company's environment and culture. While Generation X, Glass (2007) outlines are seeking an environment that is challenging and one that offers opportunities to give back, for example in the form of mentoring or consulting.

Regardless of these difference Glass (2007) outlines that each generation has an opportunity to learn from one and another. Glass (2007) states that an environment of openness and honesty are key to such generational diversity and suggest that internal training programme could address such a gap is evident.

As regards leadership Glass (2007) states that in order to achieve a balance in the workplace, leadership needs to take the time and opportunity to understand what makes employees comfortable. Glass (2007) suggests that leadership need to leverage the strengths across all generations in the workplace through decision making and input from each cohort. Joshi et al (2011) state that multi-generational interactions are important particularly in relation to the transmission of values, skills and resources. Joshi et al (2011) go further to suggest that this is the main component of Mannheim's (1952) theory which pays significant

importance on this notion and go further to suggest that such interactions can range from resistive to transitive. While Mannheim's theory looks at the interaction of generations as a mechanism for social change (Lyons et al, 2013) and does not specifically investigate impacts of a set generation on individual attitudes and behaviours. Joshi et al (2011) goes further to state that Mannheim's Theory looks at pre-existing norms and behaviours that each new generation has to respond with either an acceptance or defiance. Mannheim's Theory argues that those that are closest to the present problem are not willing to work off old ways of working or assumptions, the newer generation in fact, according to Mannheim are willing to consider new ideas and approaches. This dynamic approach to new and old ideas could potentially facilitate change in the workplace if organisations are willing to adapt (Lyons et al, 2013).

2.9 Impact of generational diversity:

According to Legas and Sims (2011) in order to future-proof for organisational success, leveraging generational diversity and developing a working environment which supports employee interactions across generations and levels must be a key priority for an organisation. Hill and Stephens (2003) go further to support this, by suggesting that organisations need to place an emphasis on employees and expand their priorities past profits in organisations. Hill and Stephens (2003) suggests that organisations need to view employees as important aspects in an organisation's future and developing strategies that benefit employees will, in turn, be the betterment of the organisation. According to DiRomualdo (2006) organisations need to communicate effectively the positive impacts of intergenerational relationships in the workplace and mitigate possible or potential misconceptions of same. Through leveraging generational diversity, DiRomualdo (2006) states that by creating an environment where employees can have constructive interactions will, in turn, enhance morale and employee engagement. Much of the literature suggests that diversity training can address

any generational discrepancies in the workplace (Legas and Sims, 2011). Lindborg (2008) adds that communication is a key ingredient in improving diversity in the workplace. Jauregui (2007) supports this by outlining that communication is imperative among employees across generations, suggesting that effective communication is a vehicle for each cohort to learn about one another and how to work together. Sago (2001) supports this by stating that miscommunication in the workplace can lead to decreased productivity and discourse. Hanna (2009, pp.1) states that "not all generations communicate the same or relate in the same way because they not only learn differently but also interact differently". Legas and Sims (2011) through their research recommended for organisations to develop new and creative methods of learning and development in order to aid intergenerational learning and communication. Legas and Sims (2011) suggest cross-generational collaboration of duties and interactions through company events, in order to encourage cohesion and promote interactions among the generations.

Yamamura and Stedham (2007) suggest that mentoring could be an effective human resources initiative to help bridge the gap across the cohorts and leverage generational diversity. Yamamura and Stedham (2007) go further to state that new entrants should be paired up with experienced staff to provide practical guidance and support. Schlimbach (2010) supports this by stating that each cohort can learn from one another. In order for mentorship to be effective in an organisation Yamamura and Stedham (2007) state that adequate time and resources need to be made available for the organisation. Yamamura and Stedham (2007) go further to state that an organisation needs to acknowledge participation by employees in a mentorship programme for it to be successful. Harris et al (2007, pp.150) proved that mentorship can be successful for both organisations and employees by stating that "career mentoring and task support were the types of social support most predictive of job satisfaction. Coaching and task support were the types of social support most predictive of job tenure". Andersen and Greene (2009) support this by suggesting that younger employees are receptive to mentorship due to the fact that they value feedback and support

from superiors. Gerstberger (2008) states that older generations support mentorships it gives value to their knowledge.

CIPD (2015) findings support such informal practices to address age diversity in the workplace. CIPD (2015) through their research identified that mentoring and shared learning were the key areas organisations need to adopt in order to promote age diversity. CIPD (2015) research also identified that a lack of shared interests and values is the key challenges of age diversity in the workplace. Such findings relate to differing work priorities across the generations due to life stage.

2.10 Conclusion

Through the literature review, the research was informed through defining each of the generations, work values, personal values and diversity in the workplace. Despite the volume of research, there is still a contrast between popular and academic research into the factors affecting generational differences within the workplace. Literature highlights the need to leverage generational diversity in the workplace through training and mentorship programmes. According to Shragay et al (2011) in order for an organisation to remain balanced and create a diverse environment, having different influences from each generation is a positive for an organisation. This is supported by Jurkiewicz and Brown (1998) where through their research it was identified that differences between the generations may not manifest in the workplace with the correct management practices as outlined by Zemke et al (2000) and supported by Martin (2007) where it is stated that if management are aware of differences, it is important for the organization to respect and work with employees to overcome differing work and communication styles. Deal (2007) goes further to suggest to management in the use of multi-disciplinary modes of training and teaching to address all employee's needs. Smaola and Sutton (2002) suggest that if such management practices were introduced, each employee would feel valued which would lead to better communication and retention. Hewitt and Larson (2007) support this by

identifying that training and developing employees would lead to better retention rates and greater productivity in the workplace regardless of employee demographics.

The next chapter will discuss the aims of the research in further detail.

Chapter 3: Methodology

The purpose of the methodology chapter is to demonstrate how the current research study was designed and the rationale behind how it was designed.

This chapter will identify the aims and objectives of this research study. The author will discuss the research strategy and data collection methods adopted, and the theoretical framework which underpins the work.

3.1 Research Aim:

The aim of this research is to review the literature into the topic of generational differences in a Financial services organisation in Dublin. Furthermore, the researcher will aim to investigate what factors need to be considered particularly in relation to the management of personal and work values and attitudes of each generation and the possible discrepancies between each cohort.

3.2 Research Question Rationale:

Specifically, the research will explore the factors, if any, affecting (1) generational differences that exist within the workforce (2) attitudes, beliefs and values of each generation and how they could potentially hinder or contribute to organisational performance.

Generational cohort theory is widely recognised as a theory of social history which describes and discusses differences and changes in generational cohorts and public attitudes over time (Wolf et al 2005). The generational cohort theory suggests that "several generations were distinguished based on the specific time periods into which people were born and the time periods they grew up in" (Hemlin et al 2014, pp. 151).

3.3 Theoretical Framework:

From a review of current available literature, in order to carry out this research, the author has adopted Cirjevskis' (2017) theoretical framework of the evolution of an individual personal value, which illustrates the process of an individual's personal value formation and adjustment:
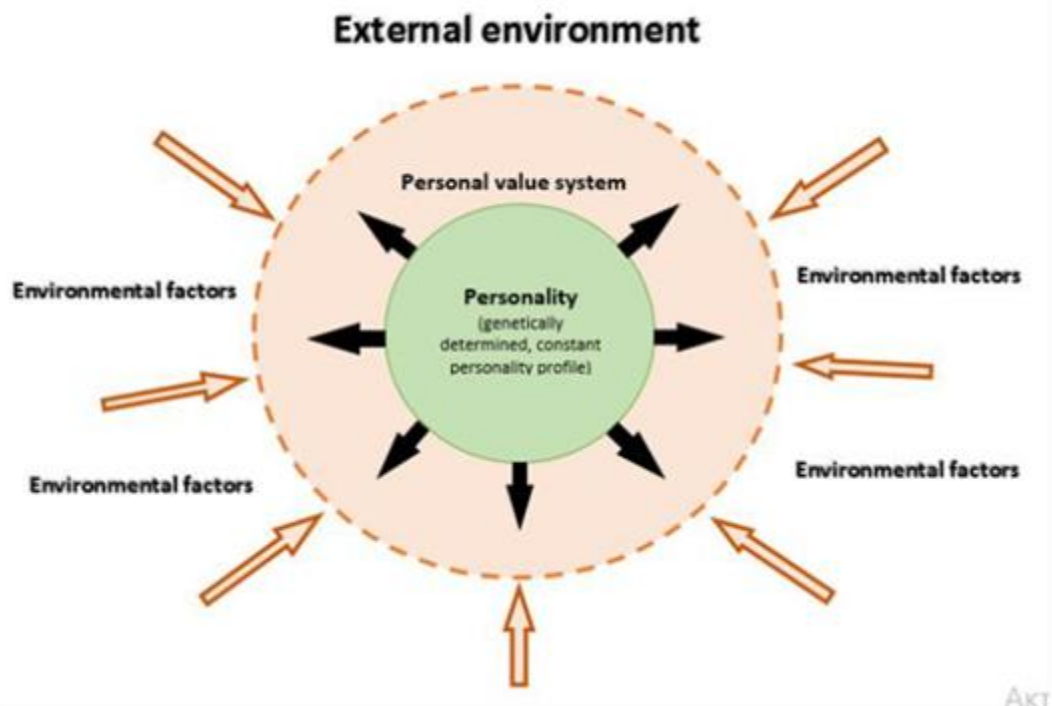
 Fig 2: Theoretical framework of research on generational difference; the process of an individual's personal value formation and adjustment. (Cirjevskis, 2017).

According to Kahle's (1983) social adaptation theory, values are types of social end results that support individuals to adapt to the external environment by behaving in various situations which is consistent with that of their values, including political, culture, community, religion, family and friends (Finkelstein et al, 2009). Angeline (2010) supports this by outlining that employee expectations, attitudes to work and behaviors could potentially be influenced by life events and

culture. The value system of an individual usually forms a hierarchical structure where some values have a significantly bigger role and are favored over others. Supported by Feather (1975) and Zavalloni (1980) where they state that a value system represented the importance an individual attached to such experiences and feelings as freedom, self-esteem, honesty, love, obedience, equality etc. Hambrick and Brandon (1988) add to this outlining that when such values are accepted, adopted and learned they are attached to an individual's value system and each would hold a value to the individual thus creating a hierarchy of values. Hambrick and Brandon (1988) go further to state that once this value hierarchy is adopted, it inheritably affects the individual's decision-making process. This is supported by Angeline (2010) who suggested that behaviors, attitudes and work values of generations can be influenced by historical, economic, social and cultural experiences. Angeline (2010) goes further to say that work tensions and conflicts are inevitable if each generation fails to understand or accept each unique and different characteristics or failure to embrace the same. Angeline (2010) also highlighted the potential or perceived gap in organisational design. McHenry and Ash (2010) through their research which explored generational cohorts with respect to knowledge management, found minimal differences between cohorts in respect to management support, sharing or connectedness.

The process of work value formation however, is different among each generation and the overall future studies outlined in Fig 2 illustrates the process of work value formation in a conceptual model of research.
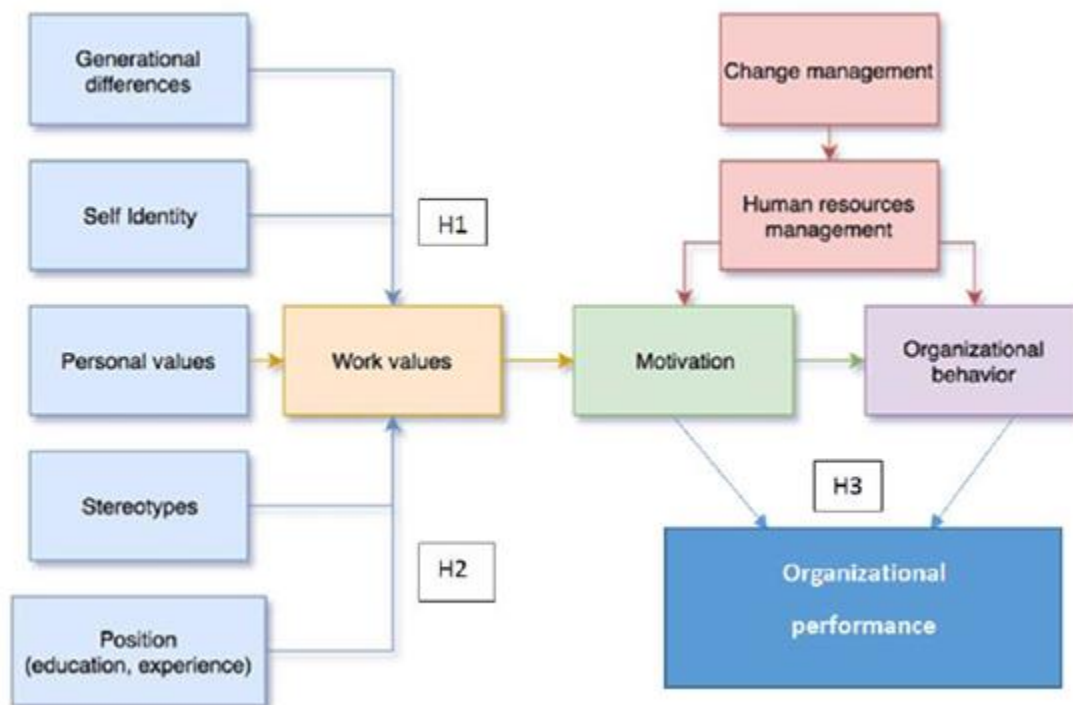
Fig 3: Conceptual model of future research on the multi-generational workforces personal and work values (Cirjevskis, 2017).

Through the above research, human resource variables such as generational differences, self-identity, personal values, stereotypes, education, and experience have been identified as independent variables. Change management in human resources terms is identified as organisational behavior such as motivation which according to Cirjevskis (2017) are defined as 'moderating variables. According to Agarwal (2014) dependent variables such as organisational performance, are all organisational work practices and activities which are reflected through financial and non-financial metrics. Financial metrics such as; return on invested capital (ROIC), market and sales growth, while non-financial metrics such as; staff productivity, employee turnover, and customer service (Agarwal, 2014).

3.4 Research Philosophies:

The process of choosing the most suitable methodology for a research project is underpinned by considering key factors such as theory and practical considerations such as research questions, resources and constraints epistemology, ontology and values (Bryman and Bell, 2015). Having considered all of these factors, with a particular focus on the research question and a view to ensuring methodological fit (Edmonson and McManus, 2007), this research was carried out using a Positivist Quantitative approach.

Research is "the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions" (Oxford Dictionary, 2019). According to Saunders et al. (2016), research philosophy is determined by how the researcher views or approaches the development of knowledge. There are two main research paradigms, Positivism and Interpretivism. The author adopted a positivist approach for this research project. Positivism emphasis objectively and verifiable cause of behaviour and feelings as being influenced by factors that are measurable and which are independent of the researcher(s) and the participants (Arnold et al, 2016). A positive approach operates under the assumption that the investigation of similar theories or phenomena will produce similar results through quantitatively conducting research with large samples (Creswell, 2008).

There are many categories of research, however, the majority of research can be split into two types: qualitative and quantitative. Prior to designing a study, both types need to be considered in order to determine which best fits the requirements needing to be achieved.

As outlined during the literature review, that while generational differences in the workplace have accelerated in recent years, particularly in popular literature, there are still gaps in the research that warrant further investigation, with this in mind, a quantitative approach was adopted as it appeared to be the most suitable (Lyons and Kuron, 2013).

3.5 Research Methodologies:

Further building on Lyons and Kuron's (2016) recommendations, this approach helps deliver valuable insights into the effect sizes of relationships between variables whilst also enabling the researcher to examine the probability that one event may be in some way linked to the next (Spector and Meier, 2014). It must be noted that Spector and Meier (2014) stressed that using a combination of both quantitative and qualitative research methods in tandem with the implementation of a longitudinal approach can generate much deeper and richer insights. Adopting such an approach was not feasible in this research project given resources and time constraints that exist. The use of an experimental approach does present its own advantages, with Jones (1985) suggesting that experiments are the most powerful technique for demonstrating relationships between variables. Podsakoff and Podsakoff (2019) stating that the key strength of adopting an experimental approach is the ability to provide evidence of causality.

Quantitative research involves the pursuit of a deductive approach to the relationship between theory and research and such an approach is aligned with the norms of positivism (Bryman and Bell, 2011). Using a quantitative approach has many benefits such as the gathering of data that will allow quantitative predictions to be gathered, the generation of precise numerical data and as outlined by Arnold et al (2016), the gathering of results that are largely independent of the researcher (Johnson and Onwuegbuzie, 2004). In order to ensure alignment with the positivist approach, a deductive approach was taken with the study of research centered on the testing of hypotheses based on theory. The development of hypotheses based on empirically tested theories is part of the recurring process which ultimately will either question or reinforce the theory from which the hypothesis was generated (Langdridge and Hagger-Johnson, 2013).

This study took the form of an experimental study, with a self-report survey was used to gather the data so as to provide an efficient and cost-effective way of

addressing the research question that had been posed (Breakwell et al, 2012). Coupled with the use of the Rokeach Value Survey (1989) underpinning the research question of underlying values throughout the different generations. This method could deliver strong internal validity (Bryman and Bell, 2011). While the sample was selected within one organisation, an attempt was made by the researcher to ensure strongly validity across the generations by using a random selection process for respondents.

3.6 Research Design / Framework:

The research design used was chosen in order to best fit the time frame of the research, coupled with the area of research and resources available to the researcher.

The use of self-report survey as a means of data collection as is commonly used when conducting a positivist, cross-sectional study (Saunders et al, 2016). For this study, a Positivist Quantitative approach was taken, with an online survey being the quantitative method used. A quantitative approach was chosen as it would appear to be the most suitable method for this piece of research given that a representative sample from each generation within a proposed organisation would be required in order to establish meaningful data (Edmonson and McManus, 2007). Another justification of using a survey is the belief that participants and results would be easily reachable, in terms of providing results quickly as the time frame for completion was approximately 10 minutes.

3.7 Survey Design:

For the purpose of this research, a self-reporting survey was constructed and broken into three sections; Demographics, Values and Job Satisfaction and Motivation. The survey used in this research project is outlined in Appendix E.

Using a five-point Likert scale (Strongly disagree Somewhat disagree, Neither agree or disagree, Somewhat agree, Strongly agree) questions relation to Job Satisfaction and motivation were presented to participants in a section through a

motivation questionnaire (MQ). The MQ part of the survey was a self-report of the participants' motivational drivers. Participants are asked to rate the extent to which specific factors or activities motivate or demotivate them in the workplace (Wong et al, 2008). Employee Job Satisfaction is said to be rated by the extent to which the organisation assists the employee in their role/job and satisfaction of same (Wong et al, 2008). The research looked specifically at the following scales, as these motivational drivers are believed to be most relevant to the comparison of generations according to Wong et al. (2008 pp. 883-884):

- "Power: the extent to which a person is motivated by opportunities for exercising authority, taking responsibility, negotiating and being in a position to influence others.

- Immersion: the extent to which a person is motivated by work that requires commitment beyond "normal" working hours.

- Ease and security: the extent to which a person is motivated by contextual factors, such as pleasant working conditions and job security.

- Progression: the extent to which a person is motivated to having good promotion prospects.

- Personal growth: the extent to which a person is motivated by opportunities for future training and development and the acquisition of new skills.

- Affliction: the extent to which a person is motivated by opportunities for interaction with other people in their work" (Wong et al, pp 883-884).

Previous research in the area of generational differences has used a number of methods in order to complete studies, using both qualitative and quantitative methods. For this current piece of research, the author wanted to add to the literature in relation to factors for consideration in a multi-generational workforce in terms of work values and attitudes. In order to achieve this through a self-

reporting survey, the Rokeach Value Survey was used in order to determine respondents' values.

Since 1968, the Rokeach Value Survey has been used to study instrumental and terminal values of individuals in a variety of national, multi-national and professional settings. According to Rokeach (1968), terminal values are used to measure "the ultimate end goal of existence, such as wisdom, equality, peace, or family security". While instrumental values according to Rokeach, measure "the behavioural means for achieving such end goals, for instance, the instance, the importance of being honest, ambitious, forgiving or logical." (Rokeach and Ball-Rokeach, 1989, p.776.).

The Rokeach Value Survey requires survey respondents to rank in order of importance, both instrumental and terminal values. When completed correctly, the result should represent an accurate picture of how the respondent feels and what is most important in the respondents' life. The Rokeach Value Survey will be used in order to determine the personal and work values of respondents in the KCB Bank Ireland Survey.

Terminal values as set out by the Rokeach Value Survey are outlined in Appendix C.

Instrumental values as set out by the Rokeach Value Survey are outlined in Appendix D.

3.8 Data Collection and Analysis:

As outlined previously, the research was conducted using an experimental design involving a survey. Wong et al (2008) adopted a similar approach to data collection for their research of Generational differences in personality and motivation. Therefore, identifying precedence for the use of such a data collection method.

Data collection was done through an online survey circulated to all Retail Distribution staff working in KBC Bank Ireland. Participants were informed of the purpose of the study, and all ethical considerations were outlined prior to being invited to complete the survey through the survey tool, survey monkey. Participants conducted the survey anonymously and were assured by the researcher that the findings of the survey were to be used solely for the purpose of the research and would remain anonymous and confidential. This is outlined in Appendix E where a copy of the survey used and opening statement can be found.

Data collected from the survey was analysed when collected using IBM SPSS software (version 25).

3.9 Sampling / Population;

The target population consisted of employees of KBC Bank Ireland, that is located in Lower Sandwith Street Dublin 2. This study was carried out on a sample of 130 employed adults from the financial services institution. As suggested by Arnold et al (2016) it is critical for the respondents to be a representative sample of all people to whom the research is relevant.

3.10 Demographics:

A total of 130 surveys were distributed and 99 surveys were completed and returned, which represents a response rate of 76%.

Of the respondents, as outlined below, 54.55% were male and 45.5% were female.
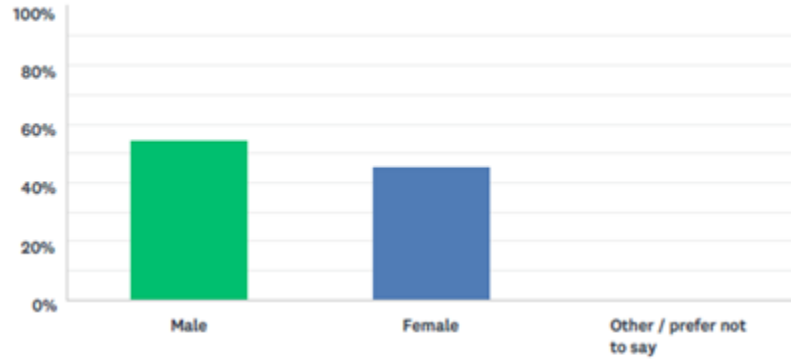
ANSWER CHOICES	RESPONSES	
Male	54.55%	54
Female	45.45%	45
Other / prefer not to say	0.00%	0
TOTAL		99

Fig 4: Results from Survey; Question 2: What Sex are you?

3.10.1 Age:

The age breakdown of the respondents was as follows:
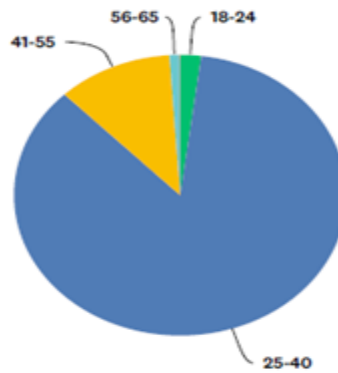
ANSWER CHOICES	RESPONSES	
18-24	2.04%	2
25-40	85.71%	84
41-55	11.22%	11
56-65	1.02%	1
65 and above	0.00%	0
TOTAL		98

Fig 5: Results from Survey Question number 1: What age are you?

3.10.2 Tenure in the Organisation:

Of the 99 respondents, below outlines the breakdown of their tenure in the company. It must be noted here that 31 of the 99 respondents failed to answer this question.

As outlined in the below table, 42% of respondents were 3-5 years working in the organisation. 23% of respondents were more than 5 years, and 26% between 1-3 years. Just over 7% of the respondents were less than a year in the organisation.

ANSWER CHOICES	RESPONSES	
Less than six months	1.47%	1
6 months – 1 year	5.88%	4
1-3 years	26.47%	18
3-5 years	42.65%	29
More than 5 years	23.53%	16
TOTAL		68
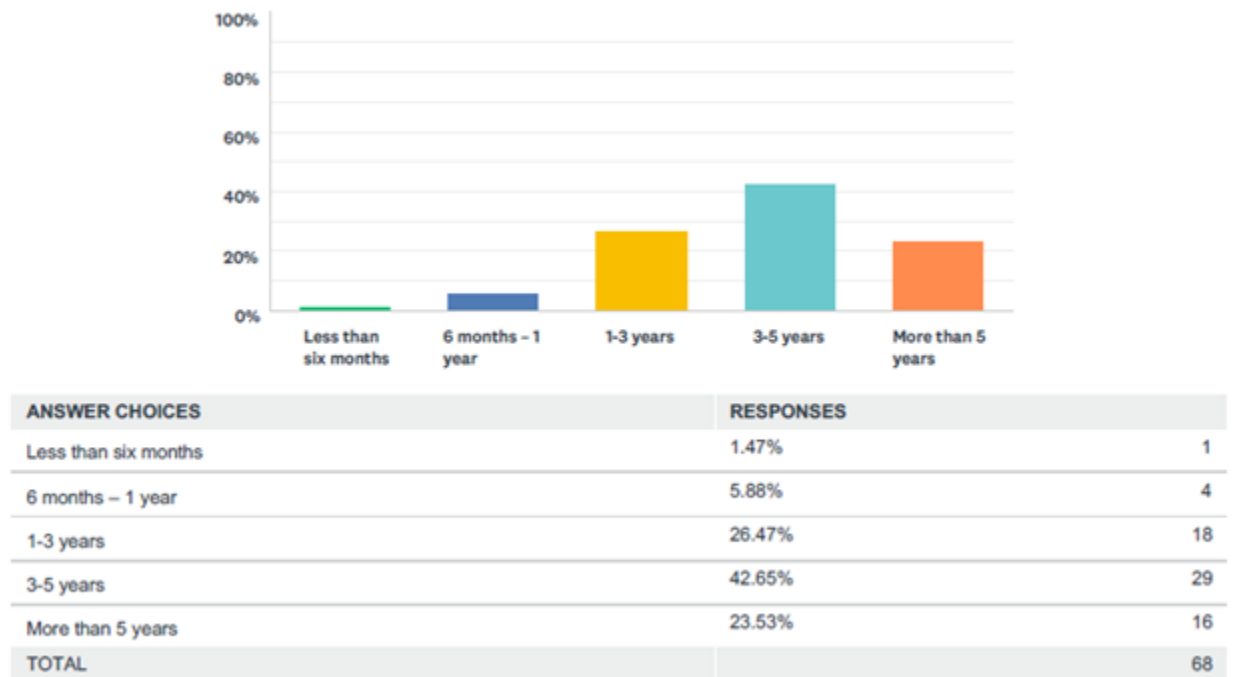
Fig 6: Results from Question 11 in the Survey: How long have you worked in your company.

3.11 Ethical considerations

The study strictly adhered to the National College of Ireland Ethical Guidelines and Code of Conduct. Prior to contacting the targeted sample ethical approval was obtained from KBC Bank Ireland.

All participants were fully informed as to the aims of the research and received instructions on how to complete the survey. In addition, participants were informed that the survey was anonymous and that they were not required to give any information by which could be identified. Confidentiality of data was guaranteed through the use of protected documents on a password-protected laptop computer. Lastly, participants were also offered the opportunity to be made aware of the research findings once completed, should they wish to read it. Participants were asked to signal their consent to taking part in the research by continuing to the cover page of the survey and the contact details of the researcher if needed by participants. A copy of the survey can be found in Appendix E.

3.12 Limitations of Methodology;

The limitations of the methodology were that the survey used a number of closed questions and Likert scales were used. The use of the Rokeach Survey for two of the eighteen questions proved to be taxing as questions towards the end of the survey tended to have a higher skipped rate than that of earlier asked questions.

The survey was also conducted in one workplace, if the survey was conducted with a more longitudinal approach this could provide more fruitful data. Expanding the range and undergoing a cross-sectional approach to a number of financial services workplaces could add richness to the content of the findings.

Chapter 4: Results and Analysis

4.1 Introduction;

This chapter contains exploratory and descriptive statistics that derived from survey conducted. This chapter will outline the results of the survey revealed through analysis of data collected using IBM SPSS software (version 25). As a follow on from the previous chapter which outlines the demographics of the sample, this chapter will outline a brief discussion of the manipulation checks that were carried out in order to ensure the quality of data. From there, the results of the analysis are reported and the results of the descriptive statistics analysis will follow.

4.2 Descriptive Statistics:

As outlined earlier in the literature review, the above statements according to Douglas (2018) is applied to the different generations working in KBC Bank Ireland.

		Finally, which statement would you most closely identify yourself with:					
		Value authority and a top down management, hardworking and approach work with a "make do or do without" attitude,	Expect some degree of deference in relation to your opinion.	Comfortable with authority, will work as hard as needed, value the importance of a work-life balance	Respect must be earned. Technologically savvy, goal and achievement orientated.	A fast decision makers and highly connected with technology.	Total
What age are you?	18-24	0	0	0	0	1	1
	25-40	5	0	39	9	2	55
	41-55	1	1	5	0	0	7
	56-65	0	0	1	0	0	1
Total		6	1	45	9	3	64

Fig 7: Results from Survey Question: Finally, which statement would you most closely identify yourself with.

The above table outlines that one respondent aged 18-25 did identify oneself with generation Z. While 25-40-year olds identified themselves across a number of generations, with thirty-nine respondents identifying with generation X, nine identifying with generation Y and two identifying with Generation Z. While 41-55-year old's identifying themselves across three generations, one as a traditional, one as a baby boomer and five as generation X. With one respondent aged 55-65 identifying with Generation X statement.

4.3 Communication:

When asked what they saw as the greatest difference between generations in the workplace behaviours communication was the dominant theme with over 63% of respondents noting communication as the greatest difference, other factors noted were Pace of work (18%), Decision making (12%) and Risk tolerance (5%).

Through further analysis of the data, this was further broken down by age of respondents reflecting, that respondents aged between 25-40 suggesting Communication style, this cohort according to Douglas (2018) as Generation Y or more commonly referred to as Millennials. As outlined in the literature review a generation that respect and crave open communication and feedback. As the results from the survey were predominantly from this generation, the author notes that this research is biased.

		What age are you?				
		18-24	25-40	41-55	56-65	Total
In a multi-generational work environment, where do you see the greatest difference (between generations) in terms of workplace behaviors?	Communication Style	2	49	6	1	58
	Pace of Work	0	16	1	0	17
	Risk Tolerance	0	4	1	0	5
	Decision-making	0	9	2	0	11
	I don't work in a multi-generational environment	0	2	0	0	2
Total		2	80	10	1	93

Fig 8: Results from Survey Question: In a multi-generational work environment, where do you see the greatest difference (between generations) in terms of workplace behaviours.

An open-ended question was posed to the respondents directly after this question, where the respondents cited in their own words the largest differences in workplace behaviour. As the following quotations show, communication was the dominant theme in the feedback with respondents stating: "There is a difference between the pace of work and the style of communication delivery. I find the younger generations prefer a softer style of communication and not to respond as positively to pressurised work." With another respondent stating "Communication is considered before delivery in the older staff and its often not thought out before delivery in younger staff." With another respondent stating: "There is a difference in their styles of work, younger generations will diverse their career and roles more so that the older generations who are generally "lifers" in their companies. "The communication styles differ as younger generations prefer a more softly softly approach where I think older generations are more a matter of fact".

4.4 Motivation and Job Satisfaction:

Over 77% of respondents were found to be very motivated (7) or fairly motivated (70%) and 12% both at fairly demotivated or very demotivated, indicating that 30% of the respondents would be disengaged.
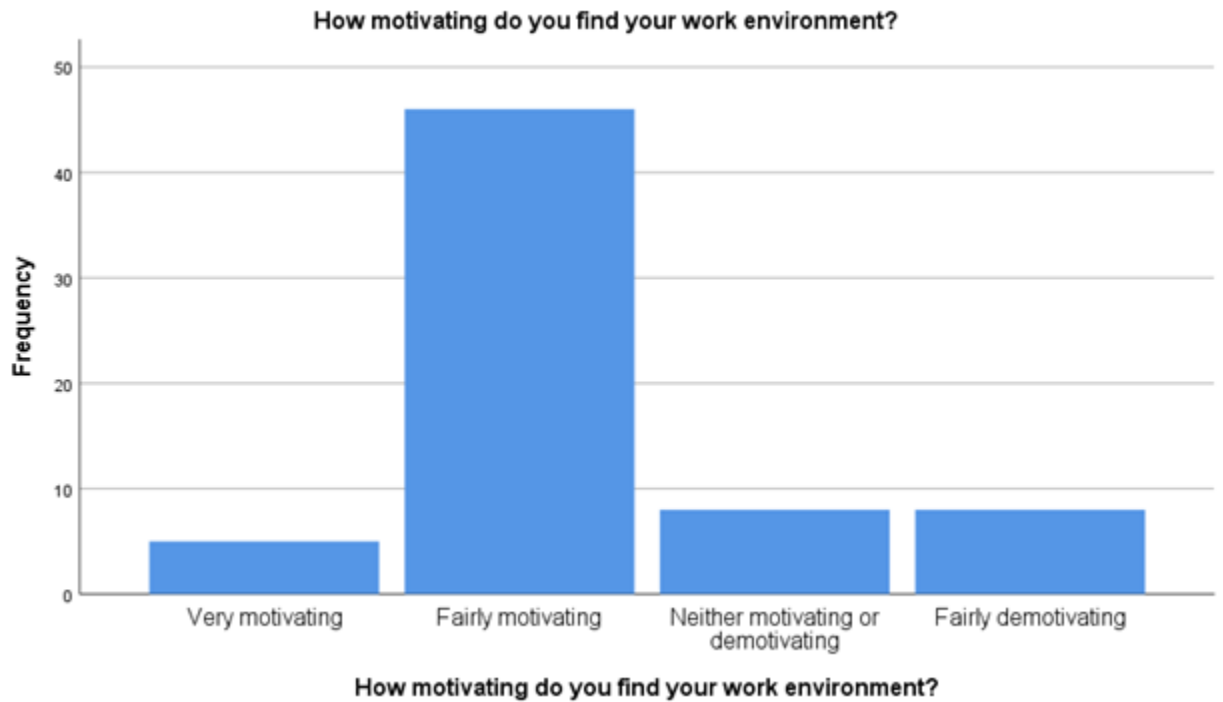
Fig 9: Question: How motivating do you find your work environment?

		How motivated are you to see the company succeed?			
		Very motivated	Somewhat motivated	Not at all motivated	Total
What age are you?	18-24	1	0	0	1
	25-40	30	22	3	55
	41-55	4	2	1	7
	56-65	0	1	0	1
Total		35	25	4	64

Fig 10: Question; How motivated are you to see the company succeed.

From the above table in figure 10, it is evident that respondents are motivated for the company to succeed with over 50% very motivated, 39% somewhat motivated and 6% not at all motivated.

		How motivated are you to see the company succeed?			
		Very motivated	Somewhat motivated	Not at all motivated	Total
What Sex are you?	Male	21	15	2	38
	Female	14	11	2	27
Total		35	26	4	65

Fig 11: Question; How motivated are you to see the company succeed.

When broken down by sex, 55% of males and 51% of female respondents answered as very motivated. 39% of male respondents are somewhat motivated and 40% of females stating the same. 5% of male and 7% of females responding as not at all motivated to see the company succeed.

Respondents were asked for their input in suggesting what would enable productivity in the workplace, themes such as flexible working, accountability, improved processes, ownership of issues, clearer responsibilities, clarity of roles and Key Performance Indicators (KPIs), communication with manager, more recognition, This is in contrast to 70% of respondents feeling rewarded for their efforts and 86% of respondents feeling valued by their manager.

This is also supported where the respondents where it was found that 41% of respondents had too many tasks associated with their role and 52% saying they had enough.

Improvements and suggestions from the respondents of the survey included a variety of themes, such as communication, improvements in Information Technology (IT) infrastructure, goals, Career development and planning, feedback, training and development.

This is further backed up by respondents where 42% agreed that they had the correct tools and resources to do their job, 62% outlining that they have clearly defined goals, and 60% of staff feel the company does not keep employees informed about matters that could be affecting them, with 47% of staff feeling that their direct manager keeps them informed in relation to their department.

Only 55% of respondents outlined that they had an opportunity to progress through the company and 79% of respondents outlining that they experience personal growth and have opportunities to update skills in their role. 76% of respondents feel encouraged to be the best they can and 68% feel rewarded for their efforts and 84% feel valued by their manager. Overall satisfaction of respondents is at 75%.

4.5 Valued as an employee:

44% of Employees of respondents said they felt valued as individuals in the company, with 10% strongly agreeing, and 26% neutral on the topic neither agreeing or disagreeing. With the Remainder falling under a total of 18% percent, disagreeing or strongly disagreeing.

The majority of respondents were satisfied with their position in the company with over 75% stating satisfied or very satisfied. It is a positive note that only 3% stated very dissatisfied and 7% stating dissatisfied.

4.6 Diversity:

When asked if respondents felt the company values diversity and both recognises and respects the value of differences in race, gender, age, etc., 49% of respondents feel the company values diversity in this respect. With 24% somewhat agreeing and 17% responding neutrally on the statement and 10% in disagreement with the statement.

4.7 Management:

31% of respondents feel their managers visibly demonstrates a commitment to quality, 41% somewhat in agreement, in contrast to respondents 43% asked the same question in relation to senior managers. 13% neither agreeing or disagreeing to the question relating to their manager and 16% of respondents. In contrast to 3 % in strong disagreement and 13% somewhat in disagreement.

38% of respondents feel they are encouraged by their manager to come up with new and better ways of working. With 36% somewhat agreeing with the statement, 7% neutral to the statement and 18% either disagreeing or strongly disagreeing.

4.8 Respondents categorization to their appropriate generation:

Douglas (2018) categorisation of generations as earlier outlined in Fig 1 in the literature review, the final question of the survey to ascertain which statement each of the respondents would closely identify with. By asking this question, the author was attempting to ascertain if each respondent identifies with their appropriate generation as outlined by Douglas (2018). From the results as outlined below in Fig 12, it is evident that only one respondent identified with their generation, a millennial. One respondent aged between 18-24 identified oneself as "a fast decision-maker and highly connected with technology." In contrast to 9% of 25-40-year old's identifying themselves as traditionalist, 4 % identifying themselves as generation Z, 70% identifying as generation X and 16% identifying correctly as generation Y. In contrast to 71% of 41-55 years correctly identifying themselves as Generation X. One respondent aged between 56-65 identifies oneself as generation X, suggesting this respondent could be on the cusp of a generation.

		Finally, which statement would you most closely identify yourself with:					
		Value authority and a top down management, hardworking and approach work with a "make do or do without" attitude,	Expect some degree of deference in relation to your opinion.	Comfortable with authority, will work as hard as needed, value the importance of a work-life balance	Respect must be earned. Technologically savvy, goal and achievement orientated.	A fast decision makers and highly connected with technology.	Total
What age are you?	18-24	0	0	0	0	1	1
	25-40	5	0	39	9	2	55
	41-55	1	1	5	0	0	7
	56-65	0	0	1	0	0	1
Total		6	1	45	9	3	64

Fig 12: Question; Finally, which statement would you most closely identify yourself with.

4.9 Rokeach Value Scale:

The Rokeach Scale proved to be taxing on respondents with a response rate of 69% for both terminal values and instrumental values. It is important to state that with over 84% of the respondents in the overall survey were aged between 25-40 years old.

4.9.1 Terminal Values Results of each generation:

In Appendix A outlines the number one ranking of each terminal value by age grouping and is displayed as a percentage of respondents from that cohort.

It is evident from the below table that family security was ranked the most important terminal value when asked by respondents, closely followed by Health.

Terminal Value	18-24-year old's	25-40-year old's	41-55-year old's	56-65-year old's
A Comfortable Life		4		
Equality		2		
Freedom		4		
Family Security		17	4	**1**
Exciting Life		1		
Inner Harmony		2		
National Security		1		
A World of Beauty		1		
A World at Peace		3		
Wisdom		2		

Friendship		2		
Social Recognition		2		
Sense of Accomplishment		2		
Self-Respect		4	1	
Salvation		1		
Pleasure	1			
Mature Love		1		
Health		16	3	

Table 1: Outlining respondents' number 1 rankings of the Rokeach Terminal Values Scale.
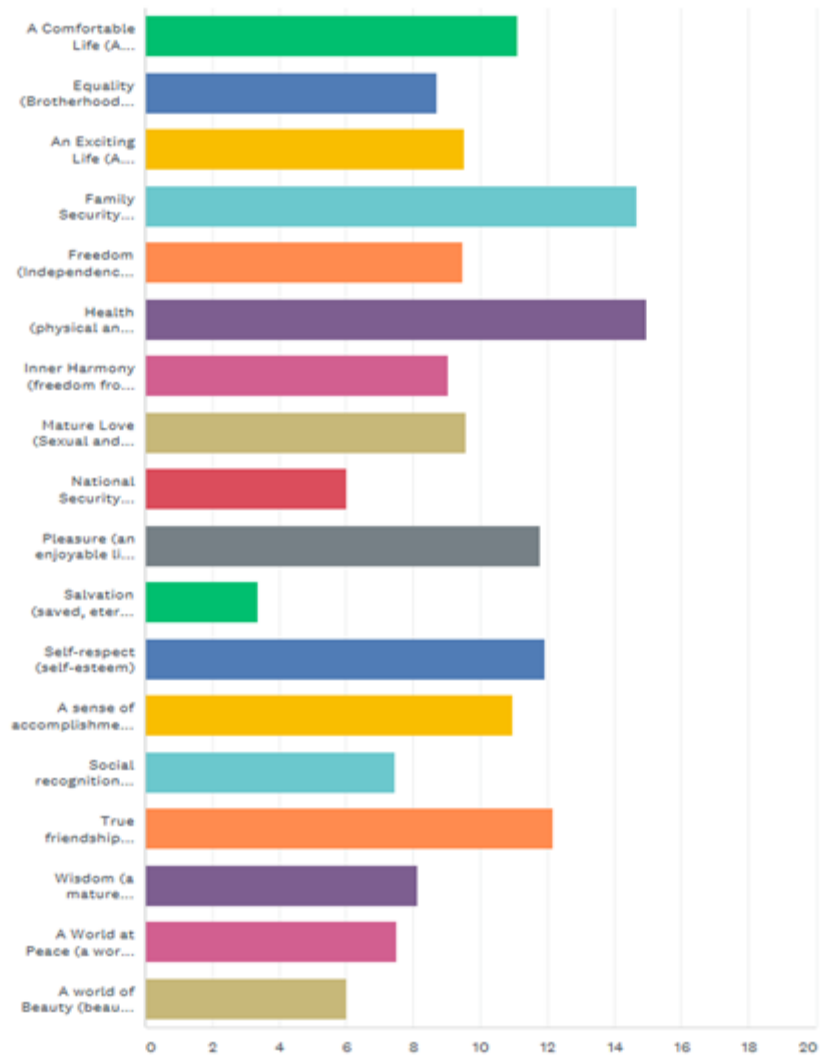
Fig 13: Graph outlining respondents ranking of Rokeach Terminal Values.

4.9.2 Instrumental Values of each generation:

Appendix B outlines the number one ranking of each instrumental value by age grouping and is displayed as a percentage of respondents from that cohort.

It is evident from the below table that family honesty was ranked the most important instrumental value when asked by respondents.

Instrumental Value	18-24-year old's	25-40-year old's	41-55-year old's	56-65-year old's
Ambitious		6		
Self-Controlled		1		
Responsible		4	1	
Polite		2	1	
Loyal		7		
Obedient		1		
Logical		2		
Loving		6	1	
Intellectual		3		
Imaginative		1		

Independent	1	6		
Honest		15	4	**1**
Courageous		1		
Helpful		2		
Forgiving		1		
Clean		2		
Capable	1	5	1	
Broad-minded		4	1	

Table 2: Outlining respondents' number one rankings of Rokeach Instrumental Values.
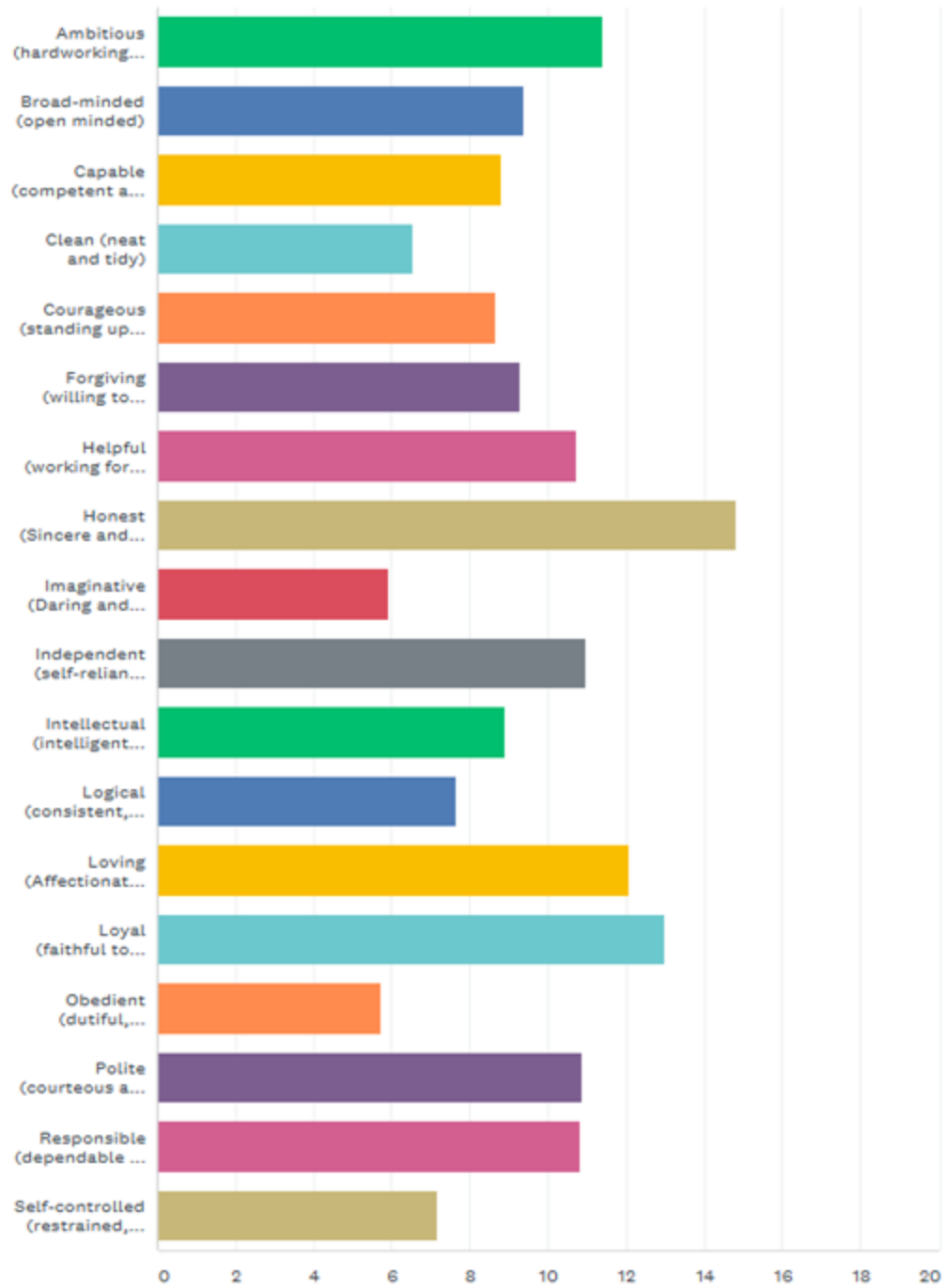
Fig 14: Graph outlining respondents ranking of Rokeach Instrumental Values.

4.10 Conclusion;

This chapter presented the results of various statistical analysis that was carried out in order to explore the research objectives. The first objective was to identify work values and beliefs within different generations and explore possible differences across age cohorts. Results demonstrated that there were no obvious differences in terminal or instrumental values as set by the Rokeach value scale.

The second sub objective was to explore what factors need to be considered, if any, in managing a generational workforce, what emerged from the analysis was that communication was the main difference between the generations.

These points will be discussed in further detail in the next section.

Chapter 5: Discussion

This chapter will present discussion on the key findings of the research project and link the discoverers with academic literature on the subject of generational differences.

Through this research project a number of factors affecting the management of generational differences in the workplace were identified, below are the key themes identified by the author.

5.1 Communication:

Yang and Guy (2006) outline through their research that supervisory practices and continuity in management are critical for successfully managing a multi-generational workplace. Yang and Guy (2006) support this through research by stating that differences are not solely linked to the generation that one is linked to, many of the differences are not ingrained within the individuals. This is supported through this piece of research when asked what they saw as the greatest difference between generations in the workplace behaviours communication was the dominant theme with over 63% of respondents noting communication as the greatest difference. However, when respondents were asked it is evident themselves with a generational statement only one respondent identified with their generation, a millennial. One respondent aged between 18-24 identified oneself as "a fast decision-maker and highly connected with technology." In contrast to 9% of 25-40-year old's identifying themselves as traditionalist, 4 % identifying themselves as generation Z, 70% identifying as generation X and 16% identifying correctly as generation Y. In contrast to 71% of 41-55 years correctly identifying themselves as Generation X. One respondent aged between 56-65 identifies oneself as generation X, suggesting this respondent could be on the cusp of a generation. Martin (2007) supports this finding in stating that while each generation has different communication styles, it

is still essential that all employees and management respect such differences and find ways in which to work within such differences. Martin (2007) supports this by acknowledging that organisational practices such as communication may need to accommodate differences to support the needs of all employees. Martin (2007) goes further to state that organisation practices and policies should be adhered to regardless of differences. According to Zemke et al (2000), when dealing with generational conflict, effective communication is critical. Deal (2007) goes further to suggest that when dealing with a multi-generational workforce, organisations and managers need to identify possible reasons as to why employees are asking questions. O' Bannon (2001) through research identified that organisations need to adjust the way in which they communicate with younger employees. O'Bannon (2001) goes further to give suggestions such as regular feedback sessions with employees, providing continual guidance and keeping all employees informed on a regular basis. O'Bannon (2001) suggests as part of regular reviews to provide coaching and training for employees, and through linking performance evaluation with a training competencies and development programme. O'Bannon (2001) outlines that this can be done through informal feedback through mediums such as team meetings, voicemail and or email. Joyner (2000) goes further to state that while employees needs and the extent to which each employee appreciates and requires feedback, all employees regardless of generation differ. Jurkiewicz and Brown (1998) support this by outlining that management needs to be mindful of employees needs in relation to feedback, while younger employees may crave it, older employees may be insulted by it.

The author identified communication as the main differences between generations, from the research it is evident that each generation has different needs when it comes to communication. O'Bannon (2001) states that organisations and their management need to introduce initiatives that bring out the best in their people. Zember et al (2000) as supported by O'Bannon (2001) through research identified such strategies as training, coaching on a one-to-one basis and regular feedback sessions. Yang and Guy (2006) further support this

by outlining that supervisory practices and continuity in management are critical for successfully managing a multi-generational workplace.

5.3 Management Styles and employee motivation and job satisfaction:

Zembe et al (2000) identified through research four management approaches to managing multi-generational workforces. Through research Zembe et al (2000) stated that by accommodating employee differences such as (1) management educating themselves on the needs of their employees and providing frameworks to support such identified needs, (2)Providing work choices for employees, such as workplace design and decreasing bureaucracy and (3) Operating an agile management style which would support each generational need. Finally, Zember et al (2000) supports O'Bannon (2001) findings as outlined above when stating that organisations and their management need to introduce initiatives that bring out the best in their people. Zember et al (2000) as supported by O'Bannon (2001) through research identified such strategies as training, coaching on a one-to-one basis and regular feedback sessions. Respondents in this research were asked for their input in suggesting what would enable productivity in the workplace, themes such as flexible working, accountability, improved processes, ownership of issues, clearer responsibilities, clarity of roles and KPIs, communication with manager, more recognition, This is in contrast to 70% of respondents feeling rewarded for their efforts and 86% of respondents feeling valued by their manager. This is also supported where the respondents where it was found that 41% of respondents had too many tasks associated with their role and 52% saying they had enough. Improvements and suggestions from the respondents of the survey included a variety of themes, such as communication, improvements in IT infrastructure, goals, career development and planning, feedback and training and development. As outlined by Knight (2000) younger generations have a different learning style to older generations. Knight (2000) goes further to suggest that organisations need to adopt learning style to each

individual and create personal development plans in order to retain staff. Urick et al (2016) supports this stating that management need to support all employees in adopting different training strategies, outlining that where management make assumptions based on generation traits could be isolating to some employees, thus a range of approaches should be available to all staff. Urick et al (2016) goes further to state there is a requirement of management to establish employee preferences regardless of generation providing a range of training programs that could be (1) technology lead, (2) formal training, (3) classroom training, (4) a mix of instructor or self-directed learning or (5) mentorship. Evidence from the survey suggests the implementation of personal development plans can be positive where 42% of respondents agreed that they had the correct tools and resources to do their job, 62% outlining that they have clearly defined goals. Legas (2011) outlines that in order for a business to be successful, communication of organisational and employee goals is vital. With over 60% of respondents in this survey feel the company does not keep employees informed about matters that could be affecting them, with 47% of staff feeling that their direct manager keeps them informed in relation to their department, it is evident that a communication plan is necessary in order for the company to be a success. As outlined by Hynes (2011) communication strategy has to encompass a number of different methods in order to interact with all employees. Only 55% of respondents in this survey outlined that they had an opportunity to progress through the company and 79% of respondents outlining that they experience personal growth and have opportunities to update skills in their role. According to CIPD (2018) if employees are seen as the greatest assets in terms of value to and organisation, performance management should be critical in the development of employees and will in turn deliver organizational success. 76% of respondents feel encouraged to be the best they can and 68% feel rewarded for their efforts and 84% feel valued by their manager. According to CIPD (2018) managers are instrumental in the process of employee performance management, and must reinforce the linkages between organisation and individual objectives, through feedback, goal setting and annual reviews.

5.4 Values:

From the results of the survey, the author has identified that family security was ranked the most important terminal value when asked by respondents, closely followed by Health, while family honesty was ranked the most important instrumental value when asked by respondents. Through a study conducted by Randstad Work Solutions (2007) it was identified that all generations have the same desire for work life balance. This is supported by Mitchell (2001) where it was found that all generations strive for a work life balance. Karp et al (2002) through their research identified that generation X have the greatest desire for work life balance. Kersten (2002) suggests this stems from their childhood where despite hard work and sacrifice their parents could have potentially lost their jobs and for this reason Kersten (2002) states that this is the inherent driver for generation X to value this balance of work and life.

5.5 Study Limitations

For the current study, there are a number of limitations. While limitations do not discount the study or its findings, they do provide a path for future research. The limitations of this study include the following: It is evident that there was an unequal proportion of respondents relative to age. Of the 99 respondents in the survey, 84% of the respondents were aged between 25-40 years old. With this unequal proportion of respondents in generational research, dissertation proved to limit the findings to one cohort. The survey was conducted in one workplace, a financial services company in Dublin. A wider sector base could provide richer insights. The survey was conducted at a point in time, a longitudinal approach could provide richer data.

Chapter 6: Conclusion and Recommendations:

In this section, the author will outline overall conclusion of research study and provide recommendations for future research, as well as implications from findings.

6.1 Conclusions

Jurkiewicz and Brown (1998) state that generational differences may not be as prevalent in the workplace as much as popular literature would have you believe. From the research it is evident that communication appears to be the greatest difference. The author through research identified no prevailing inherent differences between generations and their values. This is supported by Randstad Work Solutions (2007) where it was identified that the majority of employees felt that fairness in the workplace is the most important culture for an organisation to ascertain. Randstad Work Solutions (2007) goes further to state that all employees regardless of generation have a need to feel valued, appreciated and recognised for their work. This is further supported by Smaola and Sutton (2002) as through research it was identified that all employees need to feel valued within their organisations and not be made feels like numbers or disposable assets.

To conclude, the author is tending to agree with the Book of Ecclesiastes which states "Generations come and generations go but the earth remains forever".

6.2 Recommendations for Further Research

For future research into what factors need to be considered in managing different generations in a financial services sector in Ireland in relation to each cohort's work values and attitudes to work, it is recommended to do the following: Where possible attempt to achieve equal numbers of all generations being studied. Future studies could expand on this study to identify preferred training and

coaching methods of all generations. As outlined by Martin (2007) organisational practices such as communication may need to accommodate differences to support the needs of all employees. Martin (2007) goes further to state that organisation practices and policies should be adhered to regardless of differences. Deal (2007) goes further to suggest that when dealing with a multi-generational workforce, organisations and managers need to identify possible reasons as to why employees are asking questions. In order to gain a deeper understanding of generational differences in the workplace, there is a requirement for a longitudinal study across a larger and more diverse generational sample. This would provide a deeper insight into changing behaviours of individuals over a longer period of time. Angeline (2010) who suggested that behaviors, attitudes and work values of generations can be influenced by historical, economic, social and cultural experiences. As outlined by Lyons (2013) researcher need to be mindful that Individuals beliefs, values and needs change in respect to a point in time in their life and their situation.

6.3 Implications of Findings:

There is a great deal of variances in methodologies and findings of the topic of generational differences in the workplace, making it quite difficult to deifier a straightforward relationship between birth date and other variables in order to determine specific generations characteristics (Lyons, 2013). The author is tending to agree with the research which suggests that organisations need to take a balanced approach to the notion of generational differences and its impact (Lyons, 2013). The author through this research project has identified a need for different approaches to training, development of employees and communication styles. O'Bannon (2001) supports the finding by suggestions management strategies such as regular feedback sessions with employees, providing continual guidance and keeping all employees informed on a regular basis. O'Bannon (2001) goes further to suggest, that as part of regular reviews to

provide coaching and training for employees, and through linking performance evaluation with a training competencies and development programme. Future training could include mentorship programmes, diversity training and feedback session as supported through literature outlined in the above findings.

CIPD Personal Learning Reflection:

When I decided to embark upon the journey to completing my Masters in Human Resources Management, I did underestimate the time and or effort involved. After completing my post-grad in Human Resources Management, I felt I was prepared to embark on the writing of my dissertation. Given the intensity of the two years, back to back and maintaining and performing in my full-time career was challenging. In saying that, the experience in carrying out this research has helped me develop both professionally and personally. Professionally, this research has helped me to develop skills in the area of primary and secondary research. Personally, I can now reflect on the many life lessons from which the masters as taught me, such as prioritisation of tasks, time-managing, organisational skills, and ability to focus and derive information from many sources.

The most difficult and challenging aspect of the dissertation itself was to ensure that I was writing academically the whole way through, in conduction with referencing correctly. As regards statistical analysis, I felt if I had more time, I would extend the survey to a wider audience in order to get more cross-generational responses to enrich the data.

I am very proud of what I have achieved and produced. I believe the completion of this research study at master's level will stand to me, both personally and professionally. This dissertation was the most testing part of the completion of the Master's programme in National College of Ireland, however, I also found the process to have been quite rewarding with a great sense of achievement.

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Appendix A:

Respondents Terminal Values Results:

Terminal Values from the Rokeach Survey:							Number on responses by age:
	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
What age are you? * A Comfortable Life (A prosperous Life)	64	68.1%	30	31.9%	94	100.0%	Ranked number 1 for 4 of the 25-40-year olds.
What age are you? * Equality (Brotherhood and equal opportunity for all).	64	68.1%	30	31.9%	94	100.0%	Ranked number 1 for 2 respondents aged between 25-40-year old's
What age are you? * Freedom (Independence and free choice).	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 4 respondents aged between 25-40-year old's

What age are you? * Family Security (taking care of loved ones).	67	71.3%	27	28.7%	94	100.0%	Ranked number 1 for 17 respondents aged between 25-40-year old's, ranked number 1 for 4 respondents aged 41-55 years old and ranked 1 for 1 respondent aged 56-65.
What age are you? * An Exciting Life (A stimulating, active life)	64	68.1%	30	31.9%	94	100.0%	Ranked number 1 for 1 respondent aged between 25-40-year old's
What age are you? * Inner Harmony (freedom from inner conflict)	66	70.2%	28	29.8%	94	100.0%	Ranked number 1 for 2 respondents aged between 25-40-year old's
What age are you? * National Security (Protection from attack)	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 1 respondent aged between 25-40-year old's

What age are you? * A world of Beauty (beauty of nature and the arts)	66	70.2%	28	29.8%	94	100.0%	Ranked number 1 for 1 respondent aged between 25-40-year old's
What age are you? * A World at Peace (a world free of war and conflict)	66	70.2%	28	29.8%	94	100.0%	Ranked number 1 for 3 respondents aged between 25-40-year old's
What age are you? * Wisdom (a mature understanding of life).	64	68.1%	30	31.9%	94	100.0%	Ranked number 1 for 2 respondents aged between 25-40-year old's
What age are you? * True friendship (close companionship)	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 2 respondents aged between 25-40-year old's
What age are you? * Social recognition (respect and admiration)	67	71.3%	27	28.7%	94	100.0%	Ranked number 1 for 2 respondents aged between 25-40-year old's

What age are you? * A sense of accomplishment (a lasting contribution).	63	67.0%	31	33.0%	94	100.0%	Ranked number 1 for 2 respondents aged between 25-40-year old's
What age are you? * Self-respect (self-esteem)	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 4 respondents aged between 25-40-year old's and ranked number 1 for 1 respondent aged 41-55.
What age are you? * Salvation (saved, eternal life)	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 1 respondent aged between 25-40-year old's
What age are you? * Pleasure (an enjoyable life, leisurely life)	67	71.3%	27	28.7%	94	100.0%	Ranked number 1 for 1 respondent aged between 18-25-year old's

What age are you? * Mature Love (Sexual and spiritual intimacy).	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 1 respondent aged between 25-40-year old's
What age are you? * Health (physical and mental well-being)	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 16 respondents aged between 25-40-year-old and ranked number 1 for 3 respondents aged 41-55.

Appendix B:

Instrumental values of each generation:

Instrumental Values from the Rokeach Survey	Cases						Number One Rankings from Respondents
	Valid		Missing		Total		
	N	Percent	N	Percent	N	Percent	
What age are you? * Ambitious (hardworking and aspiring)	64	68.1%	30	31.9%	94	100.0%	Ranked number 1 for 6 of the 25-40-year olds.
What age are you? * Self-controlled (restrained, self-disciplined).	64	68.1%	30	31.9%	94	100.0%	Ranked number 1 for 1 of the 25-40-year old.
What age are you? * Responsible (dependable and reliable)	64	68.1%	30	31.9%	94	100.0%	Ranked number 1 for 4 of the 25-40-year old's and number 1 for 1 41-55 years old.

What age are you? * Polite (courteous and well-mannered)	63	67.0%	31	33.0%	94	100.0%	Ranked number 1 for 2 of the 25-40-year old's and number 1 for 1 41-55 years old.
What age are you? * Loyal (faithful to friends or the group)	68	72.3%	26	27.7%	94	100.0%	Ranked number 1 for 7 of the 25-40-year olds.
What age are you? * Obedient (dutiful, respectful)	61	64.9%	33	35.1%	94	100.0%	Ranked number 1 for 1 of the 25-40-year olds.
What age are you? * Logical (consistent, rational)	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 2 of the 25-40-year olds.
What age are you? * Loving (Affectionate and tender)	66	70.2%	28	29.8%	94	100.0%	Ranked number 1 for 6 of the 25-40-year old's and number 1 for 1 41-55-year old's
What age are you? * Intellectual (intelligent and reflective)	64	68.1%	30	31.9%	94	100.0%	Ranked number 1 for 3 of the 25-40-year olds.

What age are you? * Imaginative (Daring and creative)	67	71.3%	27	28.7%	94	100.0%	Ranked number 1 for 1 of the 25-40-year olds.
What age are you? * Independent (self-reliant, self-sufficient)	68	72.3%	26	27.7%	94	100.0%	Ranked number 1 for 1 of the 18-25-year old's, and 6 of the 25-40-year olds.
What age are you? * Honest (Sincere and truthful)	66	70.2%	28	29.8%	94	100.0%	Ranked number 1 for 15 of the 25-40-year old's, and 4 of the 41-55-year old's and 1 of the 56-65-year olds.
What age are you? * Courageous (standing up for your beliefs)	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 1 of 25-40-year olds.
What age are you? * Helpful (working for the welfare of others)	63	67.0%	31	33.0%	94	100.0%	Ranked number 1 for 2 of 25-40-year olds.

What age are you? * Forgiving (willing to pardon others)	65	69.1%	29	30.9%	94	100.0%	Ranked number 1 for 1 of 25-40-year olds.
What age are you? * Clean (neat and tidy)	64	68.1%	30	31.9%	94	100.0%	Ranked number 1 for 2 of 25-40-year olds.
What age are you? * Capable (competent and effective)	63	67.0%	31	33.0%	94	100.0%	Ranked number 1 for 1 of the 18-25-year old's, 5 of 25-40-year old's and 1 of the 41-55-year olds.
What age are you? * Broad-minded (open minded)	63	67.0%	31	33.0%	94	100.0%	Ranked number 1 for 4 of 25-40-year old's and 1 of the 41-55-year olds.

Appendix C:

Terminal Values as set out by Rokeach Value Survey are as follows:

A Comfortable Life (A prosperous Life)

Equality (Brotherhood and equal opportunity for all).

An Exciting Life (A stimulating, active life)

Family Security (taking care of loved ones).

Freedom (Independence and free choice).

Health (physical and mental well-being)

Inner Harmony (freedom from inner conflict)

Mature Love (Sexual and spiritual intimacy).

National Security (Protection from attack)

Pleasure (an enjoyable life, leisurely life)

Salvation (saved, eternal life)

Self-respect (self-esteem)

A sense of accomplishment (a lasting contribution).

Social recognition (respect and admiration)

True friendship (close companionship)

Wisdom (a mature understanding of life).

A World at Peace (a world free of war and conflict)

A world of Beauty (beauty of nature and the arts

Appendix D:

Instrumental Values as set out on the Rokeach Value Survey:

Ambitious (hardworking and aspiring)

Broad-minded (open minded)

Capable (competent and effective)

Clean (neat and tidy)

Courageous (standing up for your beliefs)

Forgiving (willing to pardon others)

Helpful (working for the welfare of others)

Honest (Sincere and truthful)

Imaginative (Daring and creative)

Independent (self-reliant, self-sufficient)

Intellectual (intelligent and reflective)

Logical (consistent, rational)

Loving (Affectionate and tender)

Loyal (faithful to friends or the group)

Obedient (dutiful, respectful)

Polite (courteous and well-mannered)

Responsible (dependable and reliable)

Self-controlled (restrained, self-disciplined).

Appendix E: Survey Used

Research shows that generational differences can affect a number of factors that are crucially important in the workplace such as; work values, personalities, attitudes and behaviours, career expectations and experience, teamwork and leadership. (Lyons, 2013). Grasping a better understanding of these factors and generational cohabiting in the workplace could potentially lead to better recruitment retention, succession planning, communication, employee engagement and conflict resolution. (Lyons, 2013).

The objective of the study is to explore what factors need to be considered in managing a multi-generational workforce in a financial services company in Ireland in relation to each cohort's work values and attitudes to work. Through the identification of such factors, it is hoped that it will potentially help organisations to recruit effectively, communicate effectively to all staff and retain staff based on increased employee engagement and a reduce in conflict resolution.

The purpose of this study is to collect data on generational differences (if any) in relation to each cohort's value systems and attitudes to work in a financial services workplace today.

The data will be analysed to assess whether there are factors to be considered, or if there are any differences or similarities between each of the generations now working together in the workplace.

Furthermore, the data will be analysed to assess whether values or attitudes of an individual is a representation of the generation that the individual is allocated to.

Your participation in this research is anonymous. No identifying or personal information will be recorded from the survey such as IP address or usernames, so as to ensure that your response cannot be identified.

Your participation is completely voluntary. You may withdraw from the study at any time by closing the browser window.

On the following pages, you will be asked a series of questions. There are no right answers.

Please take your time when responding to these questions.

If you wish to participate in this study, please click **'NEXT'.**

This research is being carried out as part of a Masters dissertation in National College of Ireland.

If you would like to know more about this study, you can contact me at: grace.cummins@student.ncirl.ie

Thank you again for your time.

Section 1: Demographics

What age are you?

Up to 25

25-45

46- 65

65 and above

What Sex are you:

Male

Female

Other

In a multi-generational work environment, where do you see the greatest difference (between generations) in terms of workplace behaviours?

- Communication Style

- Pace of Work

- Risk Tolerance

- Decision- making

- I do not work in a multi-generational environment.

In your opinion, is there any large differences between the generations in terms of workplace behaviour?

Section 2: Values:

Below is a list of values. Each value is accompanied by a short description and a drop down. Please select and rank each value in its order of importance to you, choosing 1 for the value of most importance, working your way down to 18, the value of the least importance to you.
- Rokeach Terminal Value scale as outlined in appendix C

Below is a list of values. Again, each value is accompanied by a short description and a drop down. Please select and rank each value in its order of importance to you, choosing 1 for the value of most importance, working your way down to 18, the value of the least importance to you.
- Rokeach Terminal Value scale as outlined in appendix D,

Section 3: Motivation and Job Satisfaction:

How Motivating do you find your work environment?

- Very Motivating
- Fairly Motivating
- Neither motivating or demotivating
- Fairly demotivating
- Very demotivating

Please take a few minutes to tell us about your job and how the organisation assists you.

What suggestions do you have for the improvement of your workplace?

I would like to ask you about the kinds of positive experiences you have in your organisation.

Using a Likert scale of:

- Strongly disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Strongly agree

    The following statements were presented to the respondents:

- I experience personal growth such as updating skills and learning different jobs.
- Management looks to me for suggestions and leadership
- I am rewarded for the quality of my efforts
- I am valued by my manager
- My friends and family have a positive view of the company
- My Job makes a difference in the lives of others
- Overall, I am satisfied with my job.

I would like to ask you about the kinds of positive experiences you have in your organisation:

Using a Likert scale of:

- Strongly disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Strongly agree

The following statements were presented to the respondents:

- I experience personal growth such as updating skills and learning different jobs
- Management looks to me for suggestions and leadership
- Supervisors encourage me to be my best
- I am rewarded for the quality of my efforts
- I am valued by my manager
- My friends and family gave a positive view of my company
- My job makes a difference in the lives of others
- Overall, I am satisfied with my job.

How Long have you worked in your company?

- Less than 6 months
- 6 months - 1 year
- 1-3 years
- 3-5 years
- More than 5 years

Overall, how satisfied are you with your position in your company?

Using a Likert scale of:

- Very dissatisfied
- Dissatisfied
- Neither satisfied or dissatisfied

- Satisfied
- Very Satisfied

Do you feel that employees are valued as individuals in your company?

Using a Likert scale of:

- Strongly disagree
- Somewhat disagree
- Neither agree or disagree
- Somewhat agree
- Strongly agree

How motivated are you to see the company succeed?

Using a Likert scale of:

- Very dissatisfied
- Dissatisfied
- Neither satisfied or dissatisfied
- Satisfied
- Very Satisfied

In thinking about your variety of tasks your position requires, would you say that there are too many, enough, or not enough?

Using a Likert scale of:

- Too many
- Enough
- Not enough

Would you advise a friend to apply for a job at this company?

Using a Likert scale of:

- Definitely would
- Probably would
- Probably would not
- Definitely would not

What would help you to be more productive in the workplace?

Finally, which statement would you most closely identify yourself with:

- Value authority and top down management, hardworking and approach work with a "make do or do without" attitude
- Expect some degree of deference in relation to your opinion
- Comfortable with authority, will work as hard as needed, value the importance of a work-life balance.
- Respect must be earned. Technologically savvy, goal and achievement orientated.
- A fast decision maker and highly connected with technology.