

**GENERATION GAP IN THE WORKPLACE BETWEEN
BABY BOOMERS AND GENERATION X**

by

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A Research Paper

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ABSTRACT

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Generation gaps in perspectives, attitudes, and behaviors are nothing new, but they can be difficult to reconcile in the workplace. Lack of attention to generational differences will make any company less efficient; the critical management skills will involve understanding generational differences in order to strengthen work relationships between and among employees especially between Baby Boomers and Generation X. To get this picture it is important to determine how to maximize the performance of younger and older employees to understand the unique backgrounds from which they came. Human Resource managers are one of the personnel involved with these two generations. Knowing how the human resource manager deals with the Generation Gap can provide guidance in resolving this issue for business in Thailand.

The particular objectives of the study were: 1. To identify the demographic characteristics of Baby Boomers who are involved with this issue; 2. To identify the demographic characteristics of Generation X who are involved with this issue; 3. To identify the different motivations between the Baby Boomers and Generation X; 4. To

identify the generation gap between the Baby Boomers and Generation X; 5. To determine a diminishing of the gap between Baby Boomers and Generation X; 6. To determine an effective strategy to decrease the gap between Baby Boomers and Generation X.

The methodology used in this study is a survey questionnaire. The questionnaires were mailed to one hundred Human Resource Managers in selected groups of Wisconsin companies. Mailing the questionnaire to Human Resource Managers collected data to address the objectives of the study. The total number of respondents was 57. The findings from this study resulted in:

- Improved understanding in characteristics of Baby Boomers and Generation X
- Understanding the different motivation between Baby Boomers and Generation X
- Understanding the generation gap between Baby Boomers and Generation X
- Knowing the ways of intervention in dealing with the gap between Baby Boomers and Generation X

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CHAPTER 1

INTRODUCTION

Introduction

There is a difficulty in the workplace – a difficulty derived not from downsizing, rightsizing, change, technology, foreign competition, pointy-haired bosses, bad breath, cubicle envy, or greed. It is a difficulty of ethics, ambitions, views, mind-sets, demographics, and generations in conflict. The latter, generation diversity is presented in this study.

Diversity is one of the latest buzzwords in corporate America. The future success of employees, supervisors and organizations will be affected by how well they manage diversity in the work forces. (Broderick, 1992)

Generation gaps in perspectives, attitudes, and behaviors are nothing new, but they can be difficult to reconcile in the workplace. Lack of attention to generational differences will make any company less attractive to young recruits, resulting in higher recruiting costs and greater difficulty in finding the right employees. The critical management skills will involve understanding generational differences in order to strengthen work relationships between and among employees. There's no other choice. Businesses need every capable human resource they can attract, regardless of vintage or range of skills. (Ruch, 2000)

Understanding how these two groups, Baby Boomers: 1943-1960 and Generation X: 1960-1980, which are the majority in the workplace today, perceived as antagonists on so many fronts, are actually coming together should help companies design work/life programs that can help them train, develop, and retain employees. It should also lead to

ideas on how the generations can work together most effectively and efficiently (Smith, 2000). There is a new generation gap, and it can hurt a company's effectiveness. To conquer the tension, begin by understanding each side's point of view (Suneel, 1993). Smith (2000) also states that this is more than just an admirable sentiment. The history and adaptability of the generations now in the workforce show that they already are, in many ways, stepping into each other's shoes. Alverson (1999) insists that every generation in American history has separate personality traits, and today is no exception. The worldviews of 60-somethings, 40-somethings and 20-somethings are in direct conflict because these generations bring different values, motivations and life experiences to the workplace.

Each generation has a unique perspective on the world of work. Its members tend to hold similar views about what is an attractive work environment; the nature of the team they would choose to be a part of; and – perhaps most confounding to trainers – preferences for acquiring, digesting, organizing, and distilling information and skills. Understanding these generational differences is critical to trainers who try to advance the values, philosophy, knowledge and skills upon which the smooth running of the business depends. (Zemke, Raines, and Filipczak, 1999)

People of different perspectives always have the potential to bring different thoughts and ideas to problem solving and future opportunity. An unfortunate outcome, one that mitigates against positive creative synergy, is intergenerational conflict: differences in values and views, and ways of working, talking, and thinking that set people in opposition to one another and challenge organizational best interests. Unfortunately, rebellion between groups that are different is an almost wired-in part of

human nature. Not understanding others' perspective on the world can be stressful, confusing, and frustrating.

To be effective with other human beings, we must know them as individuals – their unique background, personality, preferences, and style. Knowing generational information is also tremendously valuable; it often explains the baffling and confusing differences behind our unspoken assumptions underneath our attitudes. (Zemke R, Raines C, and Filipczak B, 1999)

Knowing the difference between these two generations, Baby Boomers and Generation X, is significant in the work force today. Realizing this issue and knowing how to deal with the gap will bring employee efficiency to an organization.

Statement of problem

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

Purpose of study

This research will study the possible ways to decrease the gap between Baby Boomers and Generation X, in terms of what is the most effective way to deal with the gap in perception of Human Resource Managers.

Research objectives

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

Significance of the study

This research will identify the effective strategies in decreasing the gap. The human resource manager who is the one involved with these two generations can benefit from the results. The research information can be used as a guide when dealing with the Generation gap. This study will help to guide management in Thailand on how to apply techniques, which focus on decreasing the gap between Baby Boomers and Generation X workers as well.

Limitations of the study

- ❑ The area of the study is a select group of Wisconsin companies with 100 or more employees.
- ❑ The population of the study is a small group: 100 Human Resource Managers

Definition of terms

Baby Boomers – people born between 1943-1960, they were born during or after World War II and raised in the era of extreme optimism, opportunity, and progress.

Generation X – people born between 1960-1980, they were born after the blush of the Baby Boomer and came of age deep in the shadow of the Boomers.

Cohort – people born in the same general time span who share key life experiences, from setting out for school for the first time together through reaching puberty at the same time, to entering the workforce or university or marriage or middle age or their dotage at the same time.

Baby Boom generation – See Baby Boomers

Boomers – See Baby Boomers

Xers – See Generation X

Twentysomethings – See Generation X

13th generation – See Generation X

Lost generation – See Generation X

Thirteeners – See Generation X

Generation Xers – See Generation X

CHAPTER 2

LITERATURE REVIEW

Introduction

To realize a study of the generation gap in the workplace between Baby Boomers and Generation X, a literature review covered these following topics:

- ❑ Characteristics of Baby Boomers
- ❑ Characteristics of Generation X
- ❑ Differentiations between Baby Boomers and Generation X
- ❑ Perception of Baby Boomers toward Generation X
- ❑ Perception of Generation X toward Baby Boomers
- ❑ Bridging the gap between Baby Boomers and Generation X

Characteristics of Baby Boomers

Their background:

There are many studies about the year that Baby Boomers were born, such as the following:

Baby Boomers who were born between 1943 and 1960 are the postwar babies (Zemke, Raines, and Filipczak, 1999). Technically, physically, and temporally, the Boom Birth period began in 1946 and ended in 1964; but a generational cohort is defined as much by shared values, experiences, and worldviews as it is by zodiacal accident. A generation is defined by what it thinks, feels, and experiences together and not just by dates of birth. So it is as, or more, accurate to define Baby Boomers as those born between 1943 and 1960 (Zemke, et al., 2000).

Baby Boomers were born in an era of optimism, the period spanning the end of the war and 1960. They are the nation's largest demographic group (Corbo, 1997).

Coolidge (1999) stated that the numbers of Baby Boomers are broadly defined as those born between 1946 and 1964. Baby Boomers represent about two-thirds of all U.S. workers. In their early years Baby Boomers were raised in an era of post-war affluence, two-parent households, safe schools, and job security.

Born between 1946 and 1964, Baby Boomers are tied together by the invention of color television and the belief that progress and prosperity are their birthright (Alverson, 1999). Okrent (2000) also claimed that Boomers were born between 1946-1957. In the US the postwar Baby Boomers 38 to 50 year olds who grew up in the iconoclastic sixties are now in positions of authority themselves, and struggling to relate to their younger colleagues (Stereotype gen X, 1998).

Their characters:

Baby Boomers value individuality and youth and are self-absorbed. They were united by sharing the formative experience of growing up in a time of economic prosperity. As a result, they were freer to take their material needs less seriously, focusing instead on themselves and self-fulfillment. Baby Boomers grew up with high expectations, which were at first met and then disappointed by the end of the 1980s and early 1990s (Smith, 2000).

Broderick (1992) declared that the Baby Boomers are used to being catered to - the marketplace and public policies have always changed to meet their needs. Baby Boomers tend to want to be involved, to make decisions, to contribute and be renowned.

Baby Boomers have a high social conscience, yet need to pursue personal development and status.

Hornblower (1997) also emphasized that Baby Boomers grew up in privileged circumstances as economic progress was assumed, making it unnecessary for them to focus on optimism and personal growth. They were a self-centered generation, a generation that defined itself not through sacrifice as its parents had, but through extravagance (Okrent, 2000).

Defying the stereotype of conspicuous consumers, the wealthiest Baby Boomers in the U.S. work hard to earn their wealth, spend their earnings conservatively, are saving for retirement and are deeply concerned about their own and their children's economic futures (U.S. Trust, 2000).

"Baby Boomers are not technologically savvy, or don't like change", says Sheldon Steinhauser, a sociology professor at Metropolitan State College, in Denver, and a diversity consultant specializing in age-discrimination issues. Older people may not be encouraged to take advantage of training opportunities, or they might be passed over for promotions because the perception is they are not going to be around much longer (Raths, 1999). Baby Boomers appear resistant to change, they just may be afraid of trying something new, making a mistake, and looking bad (Zetlin, 1995).

The children of the 1940s and 1950s grew up in optimistic, positive times. They believe in growth and expansion. They think of themselves as stars of the show. They live in nuclear families with a working dad and a stay-at-home mom. They tend to be optimistic as mentioned above. But the overall feeling of optimism and promise they were raised to take for granted, to see as their birthright, had a tremendous impact on the

developing psyches of the Baby Boomers. They continue today to look at the world in terms of its infinite possibilities, something to be shaped and played with, aggressively, not passively, as a spectator might. In school and at home, the Boomers learned about teamwork. There were so many of them, like puppies in a pile that they had to collaborate and cooperate, sharing texts and sometimes desks. They were the first generation to be graded on their report cards for “shares materials with classmates” and “works with others.” And everything they did was in the spotlight, understanding tacitly, perhaps simply assuming, that the purpose of the world they lived in was to actively serve their needs, wants, and whims, a feeling they carried into adolescence and adulthood. They have pursued their own personal gratification, uncompromisingly, and often at a high price to themselves and others. If the marriage was not working out, they dumped it and looked for another. If they did not like the job, they moved on. They have searched their souls – repeatedly, obsessively, and recreationally (Zemke, et al., 2000).

Their working style:

Baby Boomers invented the phrase “Thank God, it is Monday”, and the 60-hour work week. Boomers are eagerly concerned about participation in the workplace, about bringing heart and humanity to the office, and about creating a fair and level playing field for all (Zemke, et al., 1999).

Coolidge (1999) commented that Baby Boomers’ work styles are value incorporation, with emphasis on the process of how work gets done. They have paid their dues and waited their turn for advancement. Alverson (1999) mentioned that more Boomers than ever before are working today. In the workplace as in other areas of life, they still feel they have the right to be on top and in charge. Boomers have always looked

toward work to accomplish their personal needs. Because of this and financial reasons, they will stay in the workforce for a long time. Many Boomers will start second careers if they do retire. Baby Boomers are going to work long into their 60s and 70s. They will probably change their work styles, but they will stay involved in the workplace (Stoneman, 1998).

The preferred learning environment of the Baby Boomers is interactive and not authoritarian; they often have good people skills and enjoy the freedom to form relationships, but they also respond well to the traditional classroom as long as there are opportunities for interaction, networking and teamwork. Baby Boomers tend to be optimistic, they are attracted to the concept of working in teams and they are fascinated by the role of the spirit in their lives, even their professional lives (Zemke, et al., 1999).

The Baby Boomers – most of them – would have to be tested on the job. Business would be their war, the competitor their enemy. They would win or lose their personal battles on the warship called “work.” They have tended to define themselves through their jobs and to achieve their identity by the work they perform. For this generation, “work ethic” and “worth ethic” are synonyms.

A large segment expresses a preference for work environments that are democratic, humane, and casual. They have carried their need for affiliation with them into the workplace, where they have advocated teams and team building, consensus, quality circles, and participative management. They prefer a workplace where there is a lot of room for relationships. They are not, however, as good at sharing as they would like to be thought of. The slogan “all for one and one is me” is not foreign to a sizable number. Some cynics suggest that teamwork and participation have only become

fashionable as Boomers have figured out that the road to the top of their trade, craft, or corporation is already fully occupied. When they are in leadership roles, their tendency is toward a collegial, consensual, sometimes benignly despotic style. They are the ones who advocated turning the traditional corporate hierarchy upside down. Their motivations for their advocacy aside, they are genuinely passionate and concerned about participation and spirit in the workplace, about bringing heart and humanity to the office, and about creating a fair and level playing field for all. Participative management requires great skill in understanding, listening, communicating, motivating, and delegating. Many Boomer managers are lacking in these areas and are in need of development in order to become the leader with the style to which they aspire. As they grow increasingly more influential in the workplace, the Boomers will simultaneously attempt to achieve a more balanced work life. In the 1970s, the term “workaholic” was coined to describe their work ethic. One-third of Boomers say they would quit altogether if they could live comfortably without their salaries; the absolute fact is that most cannot (Zemke, Raines, and Filipczak, 2000).

Conclusion:

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

On the job Baby Boomers are service oriented, driven, willing to go the extra mile, good at relationships, want to please, and good team players. They are not naturally “budget minded”, uncomfortable with conflict, reluctant to go against peers, may put process ahead of pursuit, overly sensitive to feedback, judgmental of those who see things differently, and self-centered (Zemke, et al., 2000).

Characteristics of Generation X

Their background:

Filipczak (1994) noted that members of Generation X grew up in the 70s and 80s, in the shade of the Boomers. They are sometimes called Baby Busters, since they are doubtfully one of the smallest demographic generations. Filipczak also stated that the “X” in Generation X is the name of a group that feels it has no identity, or at least no identity that anyone else cares about. Appropriately, this generation is known by a multiplicity of labels: Twentysomethings, 13th Generation or Thirteeners (the 13th generation since the Constitution was ratified), and the Lost Generation. Other monikers include Slackers, because of the ostensible absence of a work ethic, and the Lurking Generation, another dark image that refers to a legion that grew up in the shadow of the Baby Boomers. Generation X who were born between 1961 and 1980 grew up as latchkey kids during the Post-Watergate era and the energy crisis (Zemke, Raines, and Filipczak, 1999).

Generation X includes people born between 1965 and 1985, or those born between 1960 and 1980; nobody is quite sure where to draw the demographic boundaries.

But it is commonly agreed that people in this generation were shaped by significant social trends and cultural events that occurred during their first 20 years (Hedden, 2000).

Alverson (1999) emphasized that Generation X who were born between 1961-1981 grew up in an era of fast food and instant satisfaction. This generation also came of age in the '80s, a decade filled with economic turmoil, a recession and the stock market crash of 1987. They are latchkey kids. Divorce, drugs, crime, homelessness, declining incomes and a troubled education system have inundated the 13th generation's world. They are the lost sheep of the modern age.

Generation Xers came of age in an era of fallen heroes, a struggling economy, soaring divorce rates, and the phenomenon of the latchkey child – the first generation of living lifestyle accessories. Generation Xers are self-reliant. They were the most attention-deprived, neglected group of kids in a long time. Parents were absent without leave for two reasons. First, nearly half of their parents' marriages ended in divorce. Second, this was the first generation of kids within the bounds of the two-income family. They are seeking a sense of family. In the absence of parents, this generation has learned to create its own surrogate families by assembling a close circle of friends. On the job, managers tell us they see similar tight-knit groups of young workers who socialize both during work and after hours (Zemke, et al., 2000).

Coolidge (1999) declared a different view; that the numbers of Generation X be broadly defined as those born between 1969 and 1979. They represent about one-third of all US workers. Another idea of Broderick (1992) claimed that the baby bust consists of workers born after 1964. They are entering the workplace now in secretarial, professional

and lower management positions. The Baby Bust is known for its belief that respect and privilege are automatic rather than earned.

This generation grew up in the 1980s, but never saw the decade as a disappointment. It was an era that taught them the importance of developing different skills and aspirations, in part because this generation grew up in harder times than their boomer parents did. They saw infrastructures dismantled and the world of purely good or bad choices disappear. They learned that new savvy/smarts were needed, and that they could not rely on large institutions/government to pull them through. Instead, they felt the need to rely on themselves. This accounts for their entrepreneurial spirit and positive response to challenges (Smith, 2000).

According to Corbo (1997) the 13th generation was born between 1961 and 1981. Better known as Generation X, the core group was born between 1965 and 1975. Its members are entering the workplace in droves. Corbo also said that the label Generation X speaks volumes: a group without a clear identity. Its members generally have diminished expectations and feelings of alienation, pragmatism, cynicism, conservatism and detachment. This is a generation that saw the dissolution of the nuclear family, with 40 percent growing up as children of divorce. They were our first generation of latchkey kids, with 12 percent of elementary and 30 percent of middle-school children growing up with limited adult supervision, three times that of the preceding generation. More than any other age group, the media from MTV to CNN has shaped their culture.

Generation X's defining experience is the disappointment in the downsizing of the 1980s, particularly the late 1980s. They grew up witnessing a lot of parental obsession about control and about winning. They experienced the social and interpersonal

insecurities of the 1980s as well as the dismantling of the infrastructure and safety net that Baby Boomers took for granted as their pass to success (Stoneman, 1998).

According to Cox (2000), Xers have seen major institutions in society (schools, government, churches, big business) falter and be discredited. When they were growing up, Xers spent a lot of time on their own because either both parents or a single parent worked outside the home. They grew up with the information/computer revolution. They saw downsizing and other unforeseen events radically change the careers of hard-working parents and older siblings.

Cole (1999) said that Generation X, the post-Baby Boomers born between 1965 and 1981, the same as Flynn (1996) states that Generation X who were born roughly between 1963 and 1981, grew up during the computer revolution, the advent of MTV sound bites and a business world gone haywire with corporate downsizing and massive layoffs. Nagle (2000) also supports the theory that Generation X has sometimes been called the MTV generation because of their short attention span. They also watched their parents get laid off at age 50, and learned to expect change, most notably their own.

Losyk (1997) stated that many young people believe that their economic prospects are gloomy. They believe they will not do as well financially as their parents or grandparents. They know that the average income for young people, even with one or two college degrees, has declined significantly over the past generation. Many feel that their chances of finding the job and salary they want are bleak. They were the first to spend considerable time in daycare.

Their Characters:

Coolidge (1999) declared that the early years' Generation X grew up in two-career families, rising divorce, downsizing, the emergence of the high-tech age, and information overfull.

Broderick (1992) claimed that the Baby Bust workers tend to be computer literate and comfortable with technology. Alverson (1999), agree that no generation has grown up along with more information and media than the 13th generation. Their technological savvy in an era of Game Boys, PCs and microprocessors makes them expect immediate feedback. Information and other technologies will always be elementary to how they live, work and play.

Generation Xers are savvy and entrepreneurial and value diversity. This group is savvy about communications and the media. And it grew up more aware of cultural and global diversity, a key factor in how it is reshaping workplace and lifestyle orientations (Smith, 2000). Generation X is flexible, techno literate, entrepreneurial and in great demand (Tulgan, 2000).

Losyk (1997) insisted that many young people spent their life at home; they were weaned on MTV, high technology, video games, and computers. They became independent at a young age. Many had to grow up fast, taking on family responsibilities, or part-time jobs to help out. All this helped them become freedom-minded, individualistic, and self-absorbed. This is the first generation of workers that is truly computer-literate. Many have used computers since the first grade. They are able to work with a variety of software programs and comprehend them quickly. They do not fear computers and are constantly looking for new cyberspace challenges. Generation X grew

up with information technology. Its members are comfortable with sound bytes, close-up cameras, and quick-changing, sharp images. Ruch (2000) emphasized that Generation Xers grew up with timesaving devices, such as microwaves and the Internet, and devices that enable flexibility, such as cell phones and portable CD players. Consequently, this generation tends to perform tasks quickly, and often several at the same time.

Many of them grew up with computers at home, and at arcades on weekends, so they are amazingly techno literate. From the Internet to CD-ROMs, familiarity with new technology is just a mouse-click away. In the workplace, they expect answers and feedback now. They want to know why they must learn something, before they will take the time to learn how (Caudron, 1997).

Their working style:

Xers need response and flexibility; they detest close management. They are relaxed with change; they have changed cities, homes and parents all their lives. Xers value stability in their lives. They work to live; they don't live to work (Zemke, Raines, and Filipczak, 1999).

Raised in the absence of tight-knit and supportive families, this generation still yearns for a sense of family, and they will look for it on the job if they have not found it elsewhere. They also want balance. In the words of many an Xer, their parents "live to work." Xers simply want to "work to live." They have a nontraditional orientation about time and space. They do not think much of work hours. They like informality. Their approach to authority is casual, formal hierarchical relationships are lost on Generation X. They also are skeptical and attracted to the edge. They want atypical corporations where hours are flexible; independence is encouraged; fun and humor are incorporated

into the work. Generation X do not want to get spiritually in touch with their jobs; they just want to be comfortable at work, be able to avoid some of the corporate politics, and just act like themselves. Generation X workers are on all kinds of teams right now, and their quest for a sense of family draws them to teams, although they prefer team members of their own choosing. In their personal lives the “Friends” ethic is cherished – a group of friends hanging together working and playing as a unit. The nice thing about this generation is they are virtually self-developing. Their early years gave them the ability to learn quickly and develop skills on their own (Zemke, et al., 2000).

Filipczak (1994) noted that twentysomethings entered the labor market in the 80s and 90s without any expectation of job security. They saw their parents laid off without cause, and their perceptions of the working world were shaped in a time of economic turmoil. Consequently, they tend to see every job they take as temporary and every company as a stepping stone to something better, or at least to something else. And job-hopping is exactly what members of Generation X do. You might assume that giving a young person a good job in a very grim job market would win you some loyalty. It does not. The explanation leads back to Xers’ perceptions that all jobs are temporary and inevitably lead nowhere. To them, one sure way to increase either job satisfaction or income is to jump ship. When Xers get bored with a job, they will want to move on to the next, either within your company or outside of it. Generation X has tremendous capacity to process lots of information. It is called parallel thinking, which is the ability to concentrate on multiple tasks at the same time. Xers excel at compartmentalizing their lives. This trait can be especially puzzling to Boomer bosses who believe that reaching a state of wholeness is important, that work, life and family should be integrated into a

really “together” person. They do not want to be managed. They do not want over-your-shoulder, in-your-face managers who constantly check what they are doing. Perhaps as a result of their latchkey childhoods, these young workers are not used to being closely supervised and are remarkably good at working on their own.

Coolidge (1999) declared that their work style is fiercely independent; technoliterate; like to be in control; want fast reaction.

According to Alverson (1999), Xers are more and more independent because they accept adult responsibilities earlier than their predecessors. In contrast to a corporate America that is making itself into team-working organizations, Xers want to attain success alone.

Xers believe that life is life, and work is work, and never the twain shall meet. They grew up watching their parents work themselves to death, only to be downsized and restructured out of their chosen careers. Moreover, this is the first wave of latchkey kids to hit the work force, and they resent the amount of time their parents spent at work. They also watch their Boomer bosses turn into workaholics, and they do not like what they see. Twentysomethings with families are even more rabid about putting family before job. They do not even blink when they have to miss work or leave early because of family conflicts, and do not understand why their bosses give them dirty looks on their way out. Many members of this generation grew up with divorced parents or in two-wage-earner families. They are determined to spend more time with their children and spouses, avoiding what they see as the mistakes of their parents. To Generation Xers that means work is what you do so you can have a life (Filipczak, 1994).

Generation Xers came of age during the floundering job market of the early 1990s, and accept that nothing is certain in the corporate world. As a result, they are loyal to their own skills, and they change jobs to augment and hone their skills. They seek achievement of their own goals and value individuals over the chain of command (Ruch, 2000).

According to Corbo (1997) Generation X also dislike direct supervision, prefer to be coached, and like to work alone. They feel that managers should give them the tools to work, no matter what the cost or amount of individual attention needed. Motivators include money, a pragmatic reward system and training. The latter builds new skills and makes them more marketable.

One of the shared values Generation Xers have is the acceptance of diversity. They are unified in their acceptance of fragmentation and extreme individuality. The values that they share relate to how they go about making decisions (Stoneman, 1998).

Generation X is a term coined to denote the perceived attitudes of 25 to 35 year olds who are disenchanted with the “work hard, spend hard” ethic of the Eighties. They are ambitious, team players and technology-literate, but they dislike corporate authority and feel little loyalty if the company is not giving them what they want (Stereotype gen X, 1998).

Adams III (1999) stated that Generation X see work more as a lifestyle decision than a means to support themselves. After watching their workaholic parents get laid off in corporate mergers and downsizing, many of them do not trust employers. After being raised as latchkey children in families with no stay-at-home parent, they have learned early to rely on themselves.

Since very large numbers of the Generation X group grew up as latchkey kids at the same time that communities became less cohesive, they have been forced to be independent and creative in solving their problems. This independence carries over into their adult approach to work, where they value being independent, having clear goals and managing their own time and problems, rather than having them managed by a supervisor. Therefore Generation X are very flexible and adaptable workers, who can adapt themselves to new people and situations with ease. It also makes them frequently eager to see results (Cox, 2000).

Generation Xers appear reluctant to commit whether it is to a career or marriage; they strive for balance between their professional lives and their personal lives; they have eschewed the materialism that came to define the Baby-Boomers; and they are masters of change and technology. They expect to have fun on the job, be included in corporate decision-making, and be given the opportunity to learn new skills and tackle new challenges. They want balance and flexibility and want to do meaningful work, continue to learn and grow, and be able to make a contribution (Hedden, 2000).

Generation Xers tend to be flexible, good at collaboration and consensus building, and mature beyond their years. They are also capable of multitasking; keep a lot of balls in the air at one time (Woodward, 2000). They tend to take a very individual approach; they are more interested in being inclusive, welcoming new ideas and figuring out why people act the way they do.

Cole (1999) said that Generation Xers have come to expect huge salaries, are not interested in retirement plans and tend not to feel a sense of loyalty to employers. They are more compelled by the moment, and require short-term rewards and constant

feedback. As a group they get bored easily, and need to feel challenged and engaged by their work. They are much more comfortable with diversity than previous generations, and see global issues easily. Because they were raised as latchkey children, they are self-reliant and hyper-independent. This is a population of workers that needs rapid and specific feedback and encouragement.

Xers want new challenges and the opportunity to build new skills. They have a tremendous capacity to process lots of information and concentrate on multiple tasks. They do not want to spend a lot of time talking about things or having meetings; they want to get in, do the work, and move on to the next thing (Nagle, 2000).

Losyk (1997) stated that many young people seek that attention in the workplace. They do not like to take orders. They often ask why when they are told to do something, and they want to know what is in it for them. This generation does not automatically respect people because they are older or possibly wiser. They feel that people must prove that they are worthy of respect. Ironically, they themselves want to be respected immediately and unconditionally.

According to Caudron (1997) they are the first generation to grow up with both parents working. As “latchkey kids,” many learned to become self-reliant. Consequently, they tend to be independent problem-solvers, who are remarkably good at getting a job done on their own.

Flynn (1996) noted that Xers are not disloyal. Xers entered the working world in the post-job-security, post-pension-security era. Even so, Xers are capable of a new kind of loyalty that managers may earn by forging a new workplace bargain based on relationships of short-term mutual benefit. Xers do not have short attention spans.

Generation Xers are voracious learners who love to sort through and digest massive quantities of information at a quick pace. Information technology shaped the way Xers think and learn. Xers' determined individualism and entrepreneurial style should not be mistaken for arrogance.

Macalister (1994) claimed that Generation Xers are looking for the good-looking job. They want to work somewhere unique, interesting and different, not at a job which their friends might consider dull. They have a strong craving for stimulation. They want work that is exciting and entertaining. They want projects that last for weeks or months, not years. What they do not want is boring work. They are keeping options open. They postpone commitments in order to continue to evaluate options.

Conclusion:

As the previous study shows, Generation Xers were born between 1965 and 1985. The overall characteristics of Generation X demonstrate that their core values are diversity, thinking globally, balance, techno literacy, fun, informality, self-reliance, and pragmatism. When this generation is on the job, they are adaptable, techno literate, independent, unintimidated by authority, and creative.

Differentiations between Baby Boomers and Generation X

Differences in lifestyles, values, attitudes, and behaviors can get in the way of mutual understanding. With the disappearance of corporate hierarchies and rigid protocols for communication, conflicts have arisen over such issues as power and respect (Ruch, 2000).

Background:

Generation X's defining experience is the disappointment in the downsizing of the 1980s, particularly the late 1980s. They grew up witnessing a lot of parental obsession about control and about winning. They experienced the social and interpersonal insecurities of the 1980s as well as the dismantling of the infrastructure and safety net that Baby Boomers took for granted as their pass to success (Stoneman, 1998).

Ruch (2000) accepted that the common experiences of a generation create a specific sensibility that connects its members in some way. Unfortunately for many businesses, the experiences of Generation Xers are much different from those of Baby Boomers. The latter came of age during a period of unparalleled upward mobility following World War II; Xers grew up in a time of falling wages, shrinking benefits, and growing economic inequality.

While the Baby Boomers were the first to be brought up around television, Generation Xers were the first to be brought up with computers. Computers have so changed the culture, how Xers obtain information, how they do everything they do, that computer illiteracy in their age is akin to print illiteracy of past generations (Rogers, 2000).

Macalister (1994) declared that the dissolution of the traditional nuclear family, Baby Boomers grew up in the post-Eisenhower era of the working dad and homemaker mom. As kids, Boomers were told, “You are wonderful, you are the center of the universe, and you can accomplish anything you want to.” And Boomers will feel that way until they are 90. Generation Xers are the children of divorce. Some 40 percent have grown up in broken families. Xers are the children of neglect. Through the 70s, 12 percent of elementary school children and 30 percent of middle school kids were latchkey children, triple the rate of the previous decade.

Attitude:

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

Generation Xers believe that life is life and work is work, and never the twain shall meet. They grew up watching their parents work themselves to death, only to be downsized and restructured out of their chosen careers. They also watch their Baby Boomer bosses turn into workaholics, and they do not like what they see (Filipczak, 1994).

Zemke, Raines, and Filipczak (2000) mentioned that the way both generations see the world is different. Baby Boomers’ outlook is optimistic, but Generation Xers are skeptical. Baby Boomers’ work ethic is driven, but the Xers are balanced. View of authority of Baby Boomers are love/hate, but for the Xers are unimpressed. Baby

Boomers' leadership is by consensus, in contrast to Xers' leadership by competence.

Relationships of Baby Boomers are personal gratification, but the Xers are reluctant to commit. Baby Boomers will turnoff for political incorrectness, but Xers will turnoff for cliché and hype.

Life style:

According to Jurkiewicz (2000), Baby Boomers are reportedly more concerned with their quality of life than with money, and Generation Xers are willing to trade off high compensation for leisure time. Generation Xers are more concerned overall with money than are Boomers.

Working style:

In addition, many from the 13th generation have worked since high school and they long for a change of pace. Most want to eliminate overtime altogether. Historically, employees who kept count of the numbers of hours worked over 40 were on fast tracks to unemployment lines. But times are changing. Most young adults watched their parents, most of whom are Boomers, burn out at work, and they have no intention of making the same mistake. The 13th generation wants balance. They want to make money and have time to spend it on the things that improve the quality of their lives. Their ideas are creating headaches for some older managers (Alverson, 1999). The yuppie style of working hard and playing hard will no longer be valid as more young people enter the work force. But that is a hard pill for people like Sara to swallow.

“Work ethics have changed,” Sara remarks. “I think this goes back to the backgrounds of today’s youth. The older generation was dedicated to perfect attendance. We said if you feel bad at home, you wouldn’t feel any

worse at work. But the younger generation says I have a headache. I won't be at work today."

The importance of work, the dedication to it and loyalty to employers: these are the things missing today.

Ruch (2000) stated that Generation X often find it hard to work for a Baby Boomer manager with solid management experience but limited specialized knowledge and technical skills.

Corbo (1997) affirmed that this sounds like 1960s-style generation gap rhetoric, but there are some ironic twists. Baby Boomers, the loudest voices during that era, are now on the other side. They seem to be complaining more than Xers about current workplace issues. Boomers also have more difficulty accepting widespread changes and at times are least prepared to move to new jobs or even new careers. Many Boomers were socialized during a time when keeping work life and personal life separate was a valued trait. In contrast, Xers like to talk about personal issues and their lives outside work. They want to get to know their co-workers. Three attributes show up differently among Generation X than others: work ethic, basic skills and attitude. If one takes a traditional view, they can seem very negative. But if one looks at the world through their eyes, many of these attributes become surprisingly positive. As children, Xers saw their workaholic parents laid off and heard them complain about corporate politics. It is no surprise that they view jobs as temporary. They also work to increase job satisfaction or their incomes by job-hopping. To older workers, it may seem as though Generation Xers lack loyalty, but for Xers it is not that the contract was broken, actually it never existed. For many prospective employers, this represents flexibility rather than instability. Xers like

temporary assignments and lateral promotions. Since they do not plan to stay in one position too long, they focus on benefits they can use, such as time off and childcare rather than position plans.

Between Baby Boomers and Xers, the latter is more diverse and less given to loyalty and commitment (Losyk, 1997). This generation is much more diverse than Baby Boomers and also seems to do things at a much later age than their parents. They graduate from college later, stay at home longer, in contrast to the Baby Boomers who could not wait to leave home.

According to Cole (1999), while much of today's younger work force is drawn to small, entrepreneurial start-ups, many are working their way up the corporate ladder and proving to be just as cynical as their entrepreneurial counterparts. Generation Xers expect and need a different kind of work environment than that of the Baby Boomer generation that came before them. Yesterday it was: "Thank you for the job opportunity, I will try to please you. Today, it is: "Here is what I want to stay with the company, and if I am not happy and if I am not having fun, I will take my skills elsewhere." As a group, Generation X workers can get bored easily, so they have to feel as though they are being challenged. At the same time, incentives such as retirement plans and stock options, which may attract Baby boomers to a company, often do not have the same effect on younger workers.

Woodward (2000) claimed that Generation Xers come at the problem differently than Baby Boomers. They tend to try to treat the employee with a more balanced approach, rather than as someone born in the 1930s who might simply say, "I said it had to be done by Friday." Generation Xers tend to be more autonomous and prefer to give

out assignments with the understanding that employees will come to them for guidance if there is a problem. The perception of Baby Boomers seems to be that they love having lots of meetings throughout the lifetime of a project.

Generation Xers tend to be much more comfortable with information and technology than older workers. They are also much more comfortable with multiple foci and with selectively eliminating information that is not useful to them. Their skills in doing so are ones they can teach to older workers, who frequently complain of information overload (Cox, 2000).

Coolidge (1997) said that while Baby Boomers led the way on family-friendly work practices, Generation Xers want employers to tilt the balance even more. A big difference between Generation Xers and Baby Boomers is their intolerance of inflexibility. Generation Xers want to have control over how, where, and when they work.

Generation X workers are typically more positive about the workplace than any other age group. By contrast, Baby Boomers are the least positive, according to The Wyatt Work USA survey (Martinez, 1995). One might conclude that the more positive attitude of Xers is directly related to their shorter length of time in the workforce. This may be part of the answer, but another factor may be that Xers have entered the workforce with more realistic expectations than Baby Boomers.

Wiant (1999) mentioned that the difference between the employees of yesterday and today is that in the past, the focus was on doing what was good for the company. That is, how could the employees help the company be successful? Expressions such as “pay your dues and you will climb the ladder,” “there are lot of people who would like

this job,” and “we will train you” were commonly heard. Statements that resonate with today’s Generation X are “pursue our corporate goals and your own goals at the same time” and “seek out as much knowledge and as many skills as you can.” As long as employees are challenged and rewarded, they will remain. When another company offers new challenges and more rewards, they will leave. The last generation took company loyalty to the workers for granted. The Generation Xers want evidence that the company rewards individual loyalty. They are less likely to make assumptions about their value to the organization.

The difference between Generation X and Baby Boomers is that the value system of each is unique (Stauffer, 1997).

Life experience:

Generation Xers’ values, communication styles, and life experiences are so different from those of Baby Boomers that traditional training does not stand a chance. To connect with these young employees, forget Father Knows Best but bring on MTV, according to Caudron (1997). Generation Xers’ propensity to jump around, unlike older workers who tend to go step-by-step, does not necessarily signify a lack of attention. It is more an ability to assimilate information quickly and to focus on multiple ideas at once.

Perception of Baby Boomers toward Generation X

Guerrilla warfare between generations is nothing new. Boomers fought some of the same battles with the generation that preceded them; in the ‘60s, it was called the generation gap. The current atmosphere of antagonism between Generation Xers and Boomer bosses is not doing much to clear the air. Boomers consider Xers to be lazy,

cynical, all-but-illiterate whiners (Filipczak, 1994). Boomers think Generation X has no sense of loyalty, particularly company loyalty. This may strike objective observers as singularly strange, since most Boomer managers who have not personally tasted corporate fickleness in the form of mass layoffs have friends who have. Most of these managers understand that the “employment contract”, the one implying that loyalty to a company would pay off in job security, has been shattered.

Filipczak (1994) also stated that one of the most bitter bones of contention between Boomers and Xers is the younger generation’s work ethic, or, as Boomers see it, their lack of a work ethic. Ruch (2000) agreed that a common belief held by Baby Boomers about Generation Xers is that they are disloyal and not willing to pay their dues. Boomers are of an era when workers gave years of service to one company and were rewarded through job security and retirement benefits. Boomers tend to be most comfortable working within a chain of command and expect promotions after years of hard work. From their perspective, employees who switch jobs every few years and still expect promotions are not playing by the rules. Boomers also view the short attention span of Generation Xers as negative.

To older workers, it may seem as though Xers lack loyalty, but for Xers it is not that the contract was broken; it never existed. For many prospective employers, this represents flexibility rather than instability. Xers like temporary assignments and lateral promotions. Since they do not plan to stay in one position too long, they focus on benefits they can use such as time off and childcare rather than pension plans (Corbo, 1997).

Boomers view Generation Xers as disrespectful of rules and authority, lacking employer loyalty, and scornful of paying dues to move up the ladder (Jurkiewicz, 2000).

Results of a study revealed by Stroul and his colleague, Michael O'Brien, showed that Baby Boomers in management positions are reacting badly to their employees' perceived lack of values and unwillingness to make sacrifices. A lack of mutual understanding has led to widespread stereotyping of the younger generation as "slackers" (Stereotype gen X, 1998). Around 90 percent of Baby Boomer managers rated people of their own generation better in terms of the quality of their contribution to the company. Except for the quality of openness to new ideas, Generation Xers were rated poorly across the board by the older generation.

Adams (2000) declared that young people of 1989 were considered to be more selfish, materialistic, reckless, and less patriotic. Other descriptions include immature, cocky or arrogant, disloyal cynics with short attention spans, slackers and whiners, unwilling to pay their dues, in need of immediate gratification, and not committed to work.

Baby Boomers think that today's Generation Xers expect too much and they do not want anyone to tell them what to do (Coolidge, 1999). Baby Boomers also think that younger workers need to be more patient. If they do not get what they want they leave – they are just not loyal. Baby Boomers also say Generation Xers will not stick with something long enough to get deep into it. Flynn (1996) added that Boomers see Xers as disrespectful of rules, scornful about paying dues and lacking employer loyalty. Baby Boomers often describe Generation Xers as they could not care less.

Baby Boomers view Generation Xers as slackers, rude and lacking social skills. They are always doing things their own way, instead of the prescribed way (Baby

Boomers' way). They spend too much time on the Internet and e-mail. They also will not wait their turn (Zemke, et al., 2000).

Perception of Generation X toward Baby Boomers

Filipczak (1994) said that Xers see the older generation as smug workaholics who play an atavistic game of corporate politics and who are out of touch with anything resembling the economic reality of our times. Boomers think Generation X has no sense of loyalty-particularly company loyalty.

Ruch (2000) stated that Generation X employees watched their parents devote their lives to a corporation only to become the human flotsam of downsizing. From their perspective, Boomers place too much value on work itself and seem to respect tenure more than performance. Corbo (1997) also agreed that as children, Xers saw their workaholic parents laid off and heard them complain about corporate politics. It is no surprise that they view jobs as temporary.

Coolidge (1997) claimed that Generation Xers have watched their parents sacrifice for a company that sheds half its workers every five years. For today's young workers, doing the same does not make sense.

Generation Xers feel the Baby Boomers spent too much time partying and messing up the world that they have inherited. Now, the Xers have to fix it, and they see the Boomers as being in their way. This has made them very cynical (Losyk, 1997).

Generation Xers see Baby Boomers as overcautious and hierarchy worshipping, overly influenced by their parents' Depression mentality (Jurkiewicz, 2000).

Coolidge (1999) stated that Generation Xers see Boomers as inflexible, and senior management cannot make a decision without forming a committee. Younger workers think their bosses are burned out. Baby Boomers based promotions on tenure rather than performance.

Macalister (1994) mentioned that Generation Xers feel that Baby Boomers partied their way through the '70s and '80s, sticking the younger generation with the check. And as they enter the workforce at a time of prolonged downsizing and downturn, they see a career path clogged with aging Baby Boomers. From the Xers' perspective, Boomers sold out their principles, placed work ahead of family, and moneymaking over community.

Zemke, Raines, and Filipczak (2000) declared that Generation Xers see Baby Boomers as self-righteous, and workaholics. They are too political, always trying to figure out just what to say... to whom... and when. They also do a great job of talking the talk. But they do not walk the talk. They are clueless. Their words are "get out of my face", "lighten up, it is only a job", and "what is the management fad this week?"

Bridging the gap between Baby Boomers and Generation X

Zemke, Raines, and Filipczak (2000) concluded that not all generationally diverse workplaces need to end in such discord. Their research has uncovered two keys to establishing a collaborative intergenerational workforce: aggressive communication and difference deployment. In aggressive communication, conflicts are most often the result of preconceived expectations and rapid assumptions. Resolution comes when these generational cobwebs are aired out and addressed. Passive-aggressive behavior is to be avoided like the plague; over-communication is a sign of a healthy company.

In difference deployment, placement is the key. Each employee should be treated as an individual, not lumped into a category.

Ultimately, most experts agree that an environment that nourishes highly productive relationships between young and old can be established. The key to transcending age-related differences is mutual empathy and respect. Respecting people's feelings, time and space is always the right approach to take when working with others (Raz, 2000 <http://>).

To bridge the generation gap, managers and organizations must realize that they can benefit from the rich experience, loyalty and sometimes higher productivity of the older workforce. However at the same time, they need to direct the younger generation's ability to drive, change, and challenge the status quo. To encourage them and bridge the generation gap the managers should practice by creating an atmosphere of fellowship where people can learn from and with each other.

Put the right people in the right jobs. Managers should avoid giving the young and talented jobs with little growth potential. Also they should train line managers in supporting and facilitating rather than merely exercising oversight and control. Given their need for autonomy and flexibility, young employees would have difficulty in accepting rigid structures and inflexible management styles.

Rotate people's positions so they can enrich their experiences and understand the needs of other people and departments. Also provide training and development opportunities to all categories of employees to help them grow and maintain their loyalty. Use the results of fair and generally accepted appraisal methods to support all Human Resource policies and decisions.

Keep open communication channels, have an open-door approach and be responsive to the needs of employees (Schizas, 1999).

Training targeted to the similarities and differences of the two cohorts, mindful of their generational preferences outside of work, may well increase both learning and retention. For instance, using technology to a greater degree with Generation Xers, and personal interaction to a greater extent with Baby Boomers can enhance the efficacy of the training sessions. Assessing the culture of the organization and how well it speaks to the preferences of various employees can affect both productivity and retention.

Organizational communication should be reviewed to ensure it speaks as effectively to Generation Xers as it does to Boomers. Checking for metaphors, vernacular phrases, and lifestyle references that may not be understood by some employees is necessary in order that all employees feel included, and none excluded. One advantage to the approach suggested here is their low cost; they require only a change in the process of the organization as opposed to an outlay of additional funds. That is not to say they are easily enacted, for it requires the skills of an effective change agency to make the difference (Jurkiewicz, 2000). It is evident that different generations can complement each other in the workplace and work smoothly together if managed well. One example would be positioning Baby Boomers as mentors for Generation Xers, given the first group's reportedly more positive attitudes, more consistent attendance, and greater practical knowledge, combined with second group's stated desire for strong mentors. Conversely, the more technologically proficient Generation Xers could serve to upgrade the skills of Boomers in this area.

Flynn (1996) noted that Baby Boomers and Generation Xers have one common need they want their employer to meet, and the company may already be supplying it. They need flexible work arrangements. Over communicating rather than under communicating is recommended.

Zemke, Raines, and Filipczak (2000) suggested bridging the gap by practicing these ideas, which are known as ACORN imperatives (Accommodate, Create, Operate, Respect and Nourish).

Accommodate employee differences. Employee retention is now a critical priority for all businesses. Companies must learn to treat their internal customer as well as they do their external ones. The companies should learn all they can about the employees, work to meet their specific needs, and serve them according to their individual preferences.

Create workplace choices. The generation friendly companies allow the workplace to shape itself around the work being done, the customers being served and the people who work there. Dress policies tend to be casual. The height and width of the chain of command tend to be foreshortened, and decreased bureaucracy is taken on as a clear goal.

Operate from a sophisticated management style. The managers tend to be more direct. Generationally friendly managers do not have much time for circumlocution. They give those who report to them the big picture, specific goals and measures, and then they turn their people loose – giving them feedback, reward and recognition as appropriate.

Respect competence and initiative. Expect the best from your people and you will get the best. When you treat every employee, from the newest recruit to the most

seasoned employees, as if they have great things to offer and are motivated to do their best, it becomes a self-fulfilling prophecy.

Nourish retention. Many organizations are yet unaware there is a labor shortage, or at least they act that way. They expect employees to bend to the company's will and to adapt to meet the demands of the company culture. Then the executives complain about their high turnover, the difficulty of finding good people, and the skyrocketing costs of replacing those who have left. Generationally friendly companies are concerned and focused, on a daily basis, with retention, and on making their workplaces magnets for excellence. They know that keeping their people is every bit as important in today's economy as finding and retaining customers. Therefore, they offer lots of training, from one-on-one coaching opportunities to interactive computer-based training to an extensive and varied menu of classroom courses. Not only do they encourage regular lateral movement within their organizations, but they have broadened assignments. No longer do insurance claims adjusters, for example, process only a small part of the claim. Today they take it from the initial call to the settlement check, which provides variety and challenge, and it allows employees to develop a range of skills.

Corbo (1997) mentioned that bridging social gaps could be difficult. Remembering the Golden Rule can be an effective mission statement in dealing with generational differences. No matter what one's background or experience, one can always learn from others. By taking that attitude to work every day, one can increase understanding between generations and promote better communication.

Conclusion

This research shows there is a need to decrease the generation gap between Baby Boomers and Generation X in the workplace. The literature review has placed the significance of this study in several contexts, including to illustrate the characteristics of Baby Boomers and Generation X, their motivations, lifestyles, attitudes, also their view of each other.

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

Consequently this study would be useful for Human Resource Managers in their efforts to decrease the gap between two generations.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

Generation gaps in the workplace are nothing new. But this dispute is much more than just an incongruity over white versus blue dress shirts. Rather, the break up between today's twenty- and forty-somethings represents a fundamental shift in the way people must work in the new just-in-time economy (Coolidge, 1999). Changes in the work force bring about a need for change in management styles. Treating everyone the same is not so important anymore. Treating everyone fairly is critical (Broderick, 1992).

Lack of attention to generational differences will make any company less attractive to young recruits, resulting in higher recruiting costs and greater difficulty in finding the right employees. The critical management skills will involve understanding generational differences in order to strengthen work relationships between and among employees (Ruch, 2000).

Understanding how these two groups Baby Boomers and Generation X are actually coming together should help companies design work/life programs that can help them train, develop, and retain employees. It should also lead to ideas on how the generations can work together most effectively and efficiently (Smith, 2000).

Due to the above, the researcher thought that it is significant for Human Resource Managers in the business world today to understand and realize the difference gap between the Baby Boomers and Generation X. The researcher also studies how well the organization in today's work force deals with this gap.

Purpose of study

This research studied the possible ways to decrease the gap between Baby Boomers and Generation X, looking in terms of what is the most effective way to deal with the gap.

Research objectives

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

To discover the perception of Human Resource Managers toward Baby Boomers and Generation X, which are two big groups in the workplace today. Also to find techniques to decrease the gap between both generations, a questionnaire was designed to determine:

- ❑ The demographic characteristics of Human Resource Managers who deal with Baby Boomers and Generation X employees.
- ❑ Perception of Human Resource Managers toward Baby Boomers and Generation Xs' characteristics.

- ❑ Opinions of Human Resource Managers about the different motivations between Baby Boomers and Generation X.
- ❑ Opinions of Human Resource Managers about the disagreement between Baby Boomers and Generation X.
- ❑ Opinions of Human Resource Managers about a variety of techniques to decrease the gap between Baby Boomers and Generation X.

Sample selection

The target population of this research was Human Resources Managers, who deal with this issue in the workforce. These were Human Resources Managers in a selected group of companies in Wisconsin. The systematic sampling methodology was structured to obtain a representative sample of the respondents.

Instrumentation

Questionnaires were used as the primary data-gathering instrument for this study. The questionnaire was based on a previous study conducted by Zemke, Raines, and Filipczak (2000). The information in the literature review was used to meet the objectives of this study.

The questionnaire (Appendix A) has four sections that include:

- ❑ Section 1: The characteristics of Baby Boomers and Generation X (5 points on the Likert Scale).
- ❑ Section 2: The different motivations between Baby Boomers and Generation X (5 points on the Likert Scale). Conflicts and tensions between Baby Boomers and Generation X (Checklist).

- ❑ Section 3: The various techniques used to decrease the gap between Baby Boomers and Generation X (5 points on the Likert Scale). Additional comments were invited about the most effective intervention to decrease the gap (Open-ended question).
- ❑ Section 4: The demographic characteristics of Human Resource Managers including gender, age and education (Checklist).

Survey administration

The questionnaires (Appendix A) were mailed to one hundred Human Resource Managers in selected groups of Wisconsin companies. Each mailing included a questionnaire, pre-paid envelope and cover letter (Appendix B), which told the respondents how significant it was to get the completed questionnaire back and all the results classified. The respondents were requested to complete the questionnaire and send it back within three weeks. The questionnaires were mailed December 18th 2000, getting 15 results back and 6 questionnaires returned to sender.

To increase the response, a second mailing was sent out on February 22nd 2001 asking for a response by March 5th 2001. The second mailing included the follow-up letter (Appendix C), the questionnaire, pre-paid envelope and pre-paid postcard. The follow-up letter encouraged their response and the return of the completed questionnaire. With 16 results back and 2 questionnaires returned to sender.

The third attempt to encourage the non-responding Human Resource Managers was conducted by sending a postcard on March 19th 2001 asking the return of the completed questionnaire, with 26 results back from respondents. The total of those surveyed was 57.

Pilot test

To maximize the reliability and validity of the questionnaire, the researcher sent out the initial questionnaire to Ron Zemke, Claire Raines and Bob Filipczak, the authors of “Generations At Work” (2000) by e-mail. It was also reviewed by the research advisor and Christine M. Ness, Info & Operations System of UW-Stout.

Data analysis

The total sample comprised 57 questionnaires. Surveys were entered into a data file and analyzed through the Statistical Program for the Social Science (SPSS) at University of Wisconsin-Stout. Frequency counts, percentage distributions, and mean were calculated and analyzed. The results of these analyses were used to assess the perceptions and opinions of Human Resource Managers toward the gap between Baby Boomers and Generation X in the workplace and how they deal with this gap.

Limitations of study

Limitations of this study might affect directly or indirectly the obtained results. These limitations included:

- ❑ This is a small number of the population. For this reason, the results of the study might not apply to all Human Resource Managers.
- ❑ The result might be biased depend on the background of the respondents.

CHAPTER 4

RESULTS AND DATA ANALYSIS

Introduction

This study focused on the Generation Gap in the Workplace between Baby Boomers and Generation X. As mentioned in chapter 3 on methodology, questionnaires were used as the data collection instrument. One hundred questionnaires were distributed to Human Resource Managers in selected groups of Wisconsin companies. The questionnaires were used to address the objectives of this study.

In this chapter the objectives will be addressed and compared with the outcome of the survey. The objectives include identifying the following:

1. The demographic characteristics of Baby Boomers;
2. The demographic characteristics of Generation X;
3. The different motivations between generation Baby boom and generation X;
4. The generation gap between Baby Boomers and Generation X;
5. The decreasing of the gap between Baby Boomers and Generation X;
6. The effective strategy to decrease the gap between Baby Boomers and Generation X;

As noted in methodology, one hundred questionnaires were sent out to Human Resource Managers in Wisconsin. A total number of 57 questionnaires (57%) were returned to the researcher. Surveys received were entered into a data file and analyzed through the Statistical Program for the Social Science (SPSS) at University of Wisconsin-Stout.

The frequencies of response and percent (%) were tabulated, based upon the checklist question. The determination of mean and the standard deviation were calculated and analyzed in questions with a five-point scale or Likert Scale.

In this chapter, the results of the data were determined in the following order:

- ❑ The respondent profile of Human Resource Managers who were involved with this issue.
- ❑ The Human Resource Managers' opinions toward characteristics of the Baby Boomers.
- ❑ The Human Resource Managers' opinions toward characteristics of the Generation X.
- ❑ The Human Resource Managers' perception of the level of importance of the motivations of Baby Boomers.
- ❑ The Human Resource Managers' perception of the level of importance of the motivations of Generation X.
- ❑ The conflicts and tensions the Human Resource Managers have been found between Baby Boomers and Generation X.
- ❑ The Human Resource Managers' level of agreement with an approach to decrease the generation gap.

Respondent profile

The total of respondents was 57; the data regarding the gender of respondents were presented in Table 1. The female respondents were 28 (49.1%) and the male respondents were 29 (50.9%).

Table 1

Gender of respondents

Gender	Number	Percent %
Female	28	49.1
Male	29	50.9
Total	57	100.0

Table 2 presents the data of respondents' ages. The majority of respondents were 40-59 (70.2 %). The next range was 20-39 (29.8%).

Table 2

Age of respondents

Age	Number	Percent %
20-39	17	29.8
40-59	40	70.2
Total	57	100.0

Table 3 presents the data of respondents' levels of education. In this category since there is a small amount of data, the researcher decided to set data in two groups. The first group is high school graduate thru college graduate and the second group has taken graduate courses thru a graduate degree (see detail in appendix E).

Table 3

Education level of respondents

Level of education	Number	Percent %
HS grad thru college grad	28	49.1
Grad courses/degree	29	50.9
Total	57	100.0

Human Resource Managers' opinions toward characteristics of Baby Boomers.

This topic concerned identifying the characteristics of Baby Boomers. In order to assess this data, a Likert Scale or five-point scale, ranging from not obvious to extremely obvious, was used. The respondents were asked to select their agreement with 33 characteristics. The results of the next table came from questions 1 thru 33 in section I in the questionnaire (see appendix A). The data were ranked by mean score and tabulated as shown in Table 4.

Table 4

Human Resource Managers' opinions of Baby Boomer characteristics

Characteristics	NO%	SO%	O%	VO%	EO%	Mean	SD
Inflexible to change	10.5	28.1	31.6	29.8	0	2.81	.99
Idealistic	14.0	28.1	38.6	14.0	5.3	2.68	1.05
Competitive	0	19.3	42.1	29.8	8.8	3.28	.88
Question authority	19.3	52.6	19.3	7.0	1.8	2.19	.90
Involvement	1.8	15.8	47.4	28.1	7.0	3.23	.87
Loyalty	0	3.5	28.1	31.6	36.8	4.02	.90
Value individuality	10.5	35.1	35.1	17.5	1.8	2.65	.95
Team orientation	5.3	22.8	35.1	33.3	3.5	3.07	.96
Personal gratification	1.8	22.8	38.6	29.8	7.0	3.18	.93
Technology skills	8.8	43.9	29.8	10.5	7.0	2.63	1.03
Values diversity	17.5	26.3	45.6	8.8	1.8	2.51	.95
Entrepreneurial	1.8	33.3	42.1	21.1	1.8	2.88	.83
Thinking globally	10.5	31.6	36.8	17.5	3.5	2.72	1.00

Characteristics	NO%	SO%	O%	VO%	EO%	Mean	SD
Go getters	0	22.8	28.1	40.4	8.8	3.35	.94
Ambitious	1.8	15.8	35.1	38.6	8.8	3.37	.92
Team player	1.8	17.5	42.1	29.8	8.8	3.26	.92
Like challenges	1.8	19.3	50.9	19.3	8.8	3.14	.90
Self-reliant	0	17.5	26.3	36.8	19.3	3.58	1.00
Balance of career, life & family	3.5	26.3	36.8	22.8	10.5	3.11	1.03
Pragmatism	1.8	8.8	45.6	38.6	5.3	3.37	.79
Workaholics	0	12.3	29.8	36.8	21.1	3.67	.95
Too intense	14.0	24.6	33.3	21.1	7.0	2.82	1.14
Clueless about the future	40.4	33.3	22.8	1.8	1.8	1.91	.93
Personal growth	8.8	21.1	38.6	28.1	3.5	2.96	1.00
Commitment	0	10.5	15.8	52.6	21.1	3.84	.88
Respectful	1.8	7.0	24.6	49.1	17.5	3.74	.90
Slacker	42.1	35.1	17.5	3.5	1.8	1.88	.95
Whiner	33.3	38.6	19.3	7.0	1.8	2.05	.99
Aggressive	5.3	33.3	31.6	24.6	5.3	2.91	1.01
Work ethic	0	8.8	15.8	54.4	21.1	3.88	.85
Self-focused	12.3	36.8	36.8	10.5	3.5	2.56	.96
Adaptable	5.3	40.4	35.1	17.5	1.8	2.70	.89
Creative	5.3	33.3	43.9	14.0	3.5	2.77	.89

n = 57

NO = Not obvious SO = Somewhat obvious O = Obvious VO = Very obvious

EO = Extremely obvious

Most of respondents' opinions of Baby Boomers characteristics agree that Baby Boomers are loyal (Mean score = 4.02), work ethic (Mean score = 3.88), are commitment (Mean score = 3.84), are respectful (Mean score = 3.74), are workaholics (Mean = 3.67), are self-reliant (Mean score = 3.58), and are ambitious (Mean score = 3.37). From this data these are outstanding characteristics of Baby Boomers.

The number in bold characters in the table above means the standard error of the mean is large and there is considerable variation in the population which was sampled, therefore one can expect a proportionally large variation in the sampling distribution of the mean (Freund & Perles, p. 202). If the standard deviation is less than one, that means most respondents agree with each other, therefore one can expect the mean of a sample to be to the mean of the population. In contrast, if the standard deviation is large, most respondents disagree with each other, or have a large number of differing responses.

In this table "too intense" with the standard deviation 1.14, is a large number. It means the respondents rated to the different response for this item (see detail in appendix E).

Human Resource Managers' opinions toward characteristics of Generation X.

This topic concerned identifying the characteristics of Generation X. In order to assess this data, a Likert Scale or five-point scale, ranging from not obvious to extremely obvious, was used. The respondents were asked to select their agreement with 33 characteristics. The results of the next table came from questions 1 thru 33 in section I in the questionnaire (see appendix A). The data were ranked by mean score and tabulated as shown in Table 5.

Table 5

Human Resource Managers' opinions of Generation X characteristics

Characteristics	NO%	SO%	O%	VO%	EO%	Mean	SD
Inflexible to change	33.3	43.9	5.3	12.3	5.3	2.12	1.17
Idealistic	3.5	10.5	45.6	21.1	19.3	3.42	1.03
Competitive	12.3	24.6	29.8	22.8	10.5	2.95	1.19
Question authority	3.5	7.0	12.3	54.4	22.8	3.86	.97
Involvement	12.3	28.1	28.1	28.1	3.5	2.82	1.09
Loyalty	50.9	26.3	10.5	10.5	1.8	1.86	1.09
Value individuality	1.8	14.0	14.0	40.4	29.8	3.82	1.07
Team orientation	15.8	28.1	36.8	17.5	1.8	2.61	1.01
Personal gratification	1.8	8.8	21.1	31.6	36.8	3.93	1.05
Technology skills	7.0	3.5	26.3	31.6	31.6	3.77	1.15
Values diversity	5.3	12.3	35.1	35.1	12.3	3.37	1.03
Entrepreneurial	14.0	19.3	26.3	26.3	14.0	3.07	1.27
Thinking globally	10.5	14.0	28.1	40.4	7.0	3.19	1.11
Go getters	10.5	28.1	28.1	24.6	8.8	2.93	1.15
Ambitious	10.5	17.5	29.8	35.1	7.0	3.11	1.11
Team player	10.5	31.6	35.1	21.1	1.8	2.27	.98

Characteristics	NO%	SO%	O%	VO%	EO%	Mean	SD
Like challenges	5.3	14.0	24.6	45.6	10.5	3.42	1.03
Self-reliant	10.5	19.3	31.6	28.1	10.5	3.09	1.15
Balance of career, life & family	14.0	14.0	24.6	28.1	19.3	3.25	1.31
Pragmatism	8.8	22.8	59.6	8.8	0	2.68	.76
Workaholics	33.3	38.6	14.0	10.5	3.5	2.12	1.10
Too intense	15.8	19.3	42.1	21.1	1.8	2.74	1.03
Clueless about the future	10.5	26.3	29.8	19.3	14.0	3.00	1.21
Personal growth	3.5	26.3	19.3	36.8	14.0	3.32	1.12
Commitment	17.5	38.6	31.6	7.0	5.3	2.44	1.04
Respectful	14.0	36.8	35.1	8.8	5.3	2.54	1.02
Slacker	22.8	26.3	33.3	8.8	8.8	2.54	1.20
Whiner	10.5	26.3	35.1	17.5	10.5	2.91	1.14
Aggressive	5.3	22.8	33.3	29.8	8.8	3.14	1.04
Work ethic	14.0	29.8	43.9	5.3	7.0	2.61	1.03
Self-focused	1.8	8.8	29.8	40.4	19.3	3.67	.95
Adaptable	1.8	12.3	40.4	40.4	5.3	3.35	.83
Creative	1.8	8.8	36.8	42.1	10.5	3.51	.87

n = 57

NO = Not obvious SO = Somewhat obvious O = Obvious VO = Very obvious

EO = Extremely obvious

Most of respondents' opinions of Generation X characteristics agree that Generation X are interested in personal gratification (Mean score = 3.93), have technology skills (Mean score = 3.77), are self-focused (Mean score = 3.67), are creative (Mean score = 3.51), like challenging (Mean = 3.42), are adaptable (Mean score = 3.35),

and are interested in personal growth (Mean score = 3.32). From this data these are outstanding characteristics of Generation X.

The number in bold characters in the table above means the standard error of the mean is large and there is considerable variation in the population which was sampled, therefore one can expect a proportionally large variation in the sampling distribution of the mean (Freund & Perles, p. 202). If the standard deviation is less than one, that means most respondents agree with each other, therefore one can expect the mean of a sample to be to the mean of the population. In contrast, if the standard deviation is large, most respondents disagree with each other, or have a large number of differing responses.

In this table there are 13 items that show a large standard deviation (bold character). They are “inflexible to change”, “competitive”, “technology skills”, “entrepreneurial”, “thinking globally”, “go getter”, “ambitious”, “self-reliant”, “balance of career, life & family”, “clueless about the future”, “personal growth”, “slacker”, and “whiner”. It means the respondents rated to the different response for these items (see detail in appendix E).

The difference of characteristics between Baby Boomers and Generation X.

Table 6

Comparison of characteristics between Baby Boomers and Generation X

Characteristics	Baby Boom generation	Generation X	Significant Difference
	Mean (Standard deviation)	Mean (Standard deviation)	
Inflexible to change	2.81 (.99)	2.12 (1.17)	.381
Idealistic	2.68 (1.05)	3.42 (1.03)	.679
Competitive	3.28 (.88)	2.95 (1.19)	.515
Question authority	2.19 (.90)	3.86 (.97)	.407
Involvement	3.23 (.87)	2.82 (1.09)	.219
Loyalty	4.02 (.90)	1.86 (1.09)	.672
Value individuality	2.65 (.95)	3.82 (1.07)	*.041
Team orientation	3.07 (.96)	2.61 (1.01)	.087
Personal gratification	3.18 (.93)	3.93 (1.05)	.068
Technology skills	2.63 (1.03)	3.77 (1.15)	*.000
Value diversity	2.51 (.95)	3.37 (1.03)	.204
Entrepreneurial	2.88 (.83)	3.07 (1.27)	.084
Thinking globally	2.27 (1.00)	3.19 (1.11)	*.000
Go getters	3.35 (.94)	2.93 (1.15)	.588
Ambitious	3.37 (.92)	3.11 (1.11)	.536
Team player	3.26 (.92)	2.72 (.98)	.754

Characteristics	Baby Boom generation	Generation X	Significant Difference
	Mean (Standard deviation)	Mean (Standard deviation)	
Like challenges	3.14 (.90)	3.42 (1.03)	.363
Self-reliant	3.58 (1.00)	3.09 (1.15)	*.010
Balance of career, life & family	3.11 (1.03)	3.25 (1.31)	*.001
Pragmatism	3.37 (.79)	2.68 (.76)	.721
Workaholics	3.67 (.95)	2.12 (1.10)	.221
Too intense	2.82 (1.14)	2.74 (1.03)	.543
Clueless about the future	1.91 (.93)	3.00 (1.21)	.558
Personal growth	2.96 (1.00)	3.32 (1.12)	.527
Commitment	3.84 (.88)	2.44 (1.04)	*.071
Respectful	3.74 (.90)	2.54 (1.02)	*.005
Slacker	1.88 (.95)	2.54 (1.20)	.165
Whiner	2.05 (.99)	2.91 (1.14)	*.039
Aggressive	2.91 (1.01)	3.14 (1.04)	.192
Work ethic	3.88 (.85)	2.61 (1.03)	.339
Self-focused	2.56 (.96)	3.67 (.95)	.442
Adaptable	2.70 (.89)	3.35 (.83)	.103
Creative	2.77 (.89)	3.51 (.87)	.947

Note: Standard deviation presented in parenthesis

* Presented the significant difference between Baby Boomers and Generation X

A significant difference was found in the following items:

Value individuality:

A significant difference was noted between Baby Boomers and Generation X. Generation X were rated as having more value individuality, mean = 3.82, significant = $p < .05$ (table 6).

Technology skills:

A significant difference was noted between Baby Boomers and Generation X. Generation X were rated as having more technology skills, mean = 3.77, significant = $p < .01$ (table 6).

Thinking globally:

A significant difference was noted between Baby Boomers and Generation X. Generation X were rated as thinking more globally, mean = 3.19, significant = $p < .01$ (table 6).

Self-reliant:

A significant difference was noted between Baby Boomers and Generation X. Baby Boomers were rated as being more self-reliant, mean = 3.58, significant = $p < .05$ (table 6).

Balance of career, life & family:

A significant difference was noted between Baby Boomers and Generation X. Generation X were rated as having a better balance of career, life & family, mean = 3.25, significant = $p < .01$ (table 6).

Commitment:

A significant difference was noted between Baby Boomers and Generation X. Baby Boomers were rated as being more commitment, mean = 3.84, significant = $p < .05$ (table 6).

Respectful:

A significant difference was noted between Baby Boomers and Generation X. Baby Boomers were rated as being more respectful, mean = 3.74, significant = $p < .01$ (table 6).

Whiner:

A significant difference was noted between Baby Boomers generation and Generation X. Generation X were rated as being more whiner, mean = 2.91, significant = $p < .05$ (table 6).

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

This topic concerned identifying the motivations of Baby Boomers. In order to assess this data, a Likert Scale or five-point scale, ranging from not important to essential important, was used. The respondents were asked to select their agreement with 9 items of motivation. The results of the next table came from questions 1 thru 9 in section II in the questionnaire (see appendix A). The data were ranked by mean score and tabulated as shown in Table 7.

Table7

Human Resource Managers' opinions of the motivation of the Baby Boomers

Motivations	NI%	SI%	I%	VI%	EI%	Mean	SD
Salary	1.8	1.8	35.1	52.6	8.8	3.65	.74
Incentive	0	15.8	43.9	35.1	5.3	3.30	.80
Reward	0	12.3	43.9	38.6	5.3	3.37	.77
Personal Recognition	0	10.5	35.1	33.3	21.1	3.65	.94
Training	5.3	19.3	56.1	12.3	7.0	2.96	.91
Challenging Work	3.5	14.0	42.1	24.6	15.8	3.35	1.03
Team building	5.3	24.6	45.6	14.0	10.5	3.00	1.02
Retirement Plan	0	3.5	8.8	36.8	50.9	4.35	.79
Benefits	0	3.5	12.3	38.6	45.6	4.26	.81

n = 57

NI = Not important SI = Somewhat important I = Important VI = Very important

EI = Essential important

Most of respondents' opinions of Baby Boomers' motivations agree that the important motivations are a retirement plan (Mean score = 4.35), benefits (Mean score = 4.26), and salary (Mean score = 3.65). From this data these are the outstanding motivations of Baby Boomers.

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

This topic concerned identifying the motivations of Generation X. In order to assess this data, a Likert Scale or five-point scale, ranging from not important to essential important, was used. The respondents were asked to select their agreement with 9 items of motivation. The results of the next table came from questions 1 thru 9 in section II in the questionnaire (see appendix A). The data were ranged by mean score and tabulated as shown in Table 8.

Table 8

Human Resource Managers' opinions of the motivation of Generation X

Motivations	NI%	SI%	I%	VI%	EI%	Mean	SD
Salary	0	8.8	15.8	47.4	28.1	3.95	.89
Incentive	3.5	8.8	19.3	43.9	24.6	3.77	1.04
Reward	3.5	10.5	10.5	52.6	22.8	3.81	1.03
Personal Recognition	3.5	3.5	33.3	36.8	22.8	3.72	.98
Training	0	5.3	17.5	52.6	24.6	3.96	.80
Challenging Work	3.5	14.0	15.8	43.9	22.8	3.68	1.09
Team building	15.8	21.1	24.6	31.6	7.0	2.93	1.21
Retirement Plan	14.0	45.6	15.8	10.5	14.0	2.65	1.26
Benefits	5.3	21.1	28.1	21.1	24.6	3.39	1.22

n = 57

NI = Not important SI = Somewhat important I = Important VI = Very important

EI = Essential important

Most of respondents' opinions of Generation X motivations agree that the important motivations are training (Mean score = 3.96), salary (Mean score = 3.95), and reward (Mean score = 3.81). From this data these are the outstanding motivations of Generation X.

The number in bold characters in the table above means the standard error of the mean is large and there is considerable variation in the population which was sampled, therefore one can expect a proportionally large variation in the sampling distribution of the mean (Freund & Perles, p. 202). If the standard deviation is less than one, that means most respondents agree with each other, therefore one can expect the mean of a sample to be to the mean of the population. In contrast, if the standard deviation is large, most respondents disagree with each other, or have a large number of differing responses.

In this table "team building" with standard deviation 1.21, "retirement plan" with standard deviation 1.26, and "benefits" with standard deviation 1.22 show large numbers. It means the respondents rated for the different response to these items (see detail in appendix E).

The difference in motivations between Baby Boomers and Generation X.

Table 9

Comparison of motivations between Baby Boomers and Generation X

Motivations	Baby boom generation	Generation X	Significant Difference
	Mean (Standard deviation)	Mean (Standard deviation)	
Salary	3.65 (.74)	3.95 (.89)	.107
Incentive	3.30 (.80)	3.77 (1.04)	.765
Reward	3.37 (.77)	3.81 (1.03)	.127
Personal recognition	3.65 (.94)	3.72 (.98)	.706
Training	2.96 (.91)	3.96 (.80)	.067
Challenging work	3.35 (1.03)	3.68 (1.09)	.501
Team building	3.00 (1.02)	2.93 (1.21)	.748
Retirement plan	4.35 (.79)	2.65 (1.26)	*.002
Benefits	4.26 (.81)	3.39 (1.22)	.240

Note: Standard deviation presented in parenthesis

* Referenced the significant difference between Baby Boomers and Generation X

The significant difference was found in the following item:

Retirement plan:

A significant difference was noted between Baby Boomers and Generation X.

Retirement plan is a higher motivation to Baby Boomers, mean = 4.35, significant = $p < .01$ (table 9).

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

This topic concerned identifying the conflicts and tensions the respondents have found between Baby Boomers and Generation X. In order to assess this data, a checklist question was used. The respondents were asked to select their agreement with 6 items. The results of the next table came from question number 10 in section II in the questionnaire (see appendix A). The data were ranked by percentage and tabulated as shown in Table 10.

Table 10

The conflicts and tensions that have found between Baby Boomers and Generation X

Items	Yes (percent)	No (percent)	Total (percent)
Decision making	36.8%	63.2%	100.0%
Communication	50.9%	49.1%	100.0%
Working style	68.4%	31.6%	100.0%
Attitude	73.7%	26.3%	100.0%
Work ethics	80.7%	19.3%	100.0%
Others	10.5%	89.5%	100.0%

n = 57

Note: The respondents were asked to check all items that applied in this question.

Most of respondents agree that the most important conflicts and tensions that have been found between Baby Boomers and Generation X are work ethics (80.7%), attitude (73.7%), and working style (68.4%) as shown in table 10. There is a gap between Baby Boomers and Generation X in these areas, which causes the conflicts and tensions between two generations.

Only 10.5% of respondents checked “the other” item about the conflict and tension that have been found between Baby Boomers and Generation X indicated as the following:

- ☐ Commitment and loyalty
- ☐ Team involvement
- ☐ Loyalty to employee and team
- ☐ Respect for rights of others

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

This topic concerned identifying an approach to decrease the generation gap between Baby Boomers and Generation X. In order to assess this data, a Likert Scale or five-point scale, ranging from strongly disagree to strongly agree, was used. The respondents were asked to select their agreement with 18 items of approach. The results of the next table came from questions 1 thru 18 in section III in the questionnaire (see appendix A). The data were ranked by mean score and tabulated as shown in Table 11.

Table 11

Human Resource Managers' opinion of an approach to decrease the generation gap

Interventions	SD%	D%	N%	A%	SA%	Mean	SD
Work unit meeting	0	0	43.9	47.4	8.8	3.65	.64
Team building	0	3.5	26.3	59.6	10.5	3.77	.68
Create an atmosphere of fellowship	0	3.5	26.3	57.9	12.3	3.79	.70
Put the right people in the right job	1.8	1.8	14.0	40.4	42.1	4.19	.88
Rotate people's positions so they can enrich their experience and understand the needs of other people and departments	1.8	17.5	22.8	45.6	12.3	3.49	.98
Provide training and development opportunities	0	0	15.8	49.1	35.1	4.19	.69

Interventions	SD%	D%	N%	A%	SA%	Mean	SD
Keep open communication channels	0	0	1.8	59.6	38.6	4.37	.52
Respect competence and initiative	0	0	15.8	50.9	33.3	4.18	.68
Create an atmosphere of mutual empathy and respect	0	0	21.1	50.9	28.1	4.07	.70
Train in generational preferences	3.5	21.1	47.4	21.1	7.0	3.07	.92
Coaching and mentoring	0	1.8	17.5	57.9	22.8	4.02	.69
Operate from a sophisticated management style	7.0	21.1	45.6	19.3	7.0	2.98	.99
Treat employee like customer	0	19.3	26.3	40.4	14.0	3.49	.97
Walk the talk	3.5	0	14.0	33.3	49.1	4.25	.95
Provide information about each group's traits	8.8	7.0	49.1	26.3	8.8	3.19	1.01
No longer "one size fits all"	0	1.8	29.8	45.6	22.8	3.89	.77
Increase open lines of communication in order to voice and articulate differences in work styles and values	0	12.3	21.1	42.1	24.6	3.79	.96
Learn to value the difference and to leverage the talents of all members	0	1.8	19.3	47.4	31.6	4.09	.76

n = 57

SD = Strongly disagree D = Disagree N = Neutral A = Agree SA = Strongly agree

Most respondents agree that all items are interventions to decrease the gap between Baby Boomers and Generation X. From the data as shown in table 11, the following approaches are the most significant factors to decrease the gap between two generations:

- ❑ Keep open communication channels, with the mean score 4.37
- ❑ Walk the talk, with the mean score 4.25
- ❑ Put the right people in the right job, with the mean score 4.19
- ❑ Provide training and development opportunities, with the mean score 4.19
- ❑ Respect competence and initiative, with the mean score 4.18
- ❑ Learn to value the difference and to leverage the talents of all members, with the mean score 4.09
- ❑ Create an atmosphere of mutual empathy and respect, with the mean score 4.07
- ❑ Coaching and mentoring, with the mean score 4.02
- ❑ No longer “one size fits all”, with the mean score 3.89

Written comments

Last of all, the respondents were asked to add any comments that they might have for the most effective ways to decrease the gap. This question was the open-ended question. There were many written comments on the survey. Even though written comments cannot be statistically analyzed, it is important to include them in this study because they can provide the Human Resource Managers with specific information. Some written comments received were included here and none have been edited (see more details in appendix D).

In summary, according to the comments, the respondents would group the interventions into three categories:

Communication:

The respondents stated that open communication and maintaining respect for generational working styles are good steps to decrease the gap. The respondents also indicated that the departments be treated as a team and let everyone voice their opinion. The respondents also suggested training in communication styles and preferences. Consistent handling of issues and concerns is another way to solve this issue.

Team building:

The respondents noted that group/team meetings and problem solving strategies work well for this matter. Also team meetings help to identify and resolve differences.

Coaching and Mentoring:

The respondents claimed that mentoring two-ways and let Baby boom generation teamed with Generation X. They mentioned using coaching and mentoring programs, also offering personal development opportunities.

Operate from a sophisticated management style:

The respondents suggested showing interest in the individual and what they do well; use win-win behavior toward others consistently. They also added that focusing on project/business results is a significant plan. Good management practices are always the most important thing in producing good results, with old or young workers.

The next chapter, the final chapter, is a précis of the findings of this research. It also includes the recommendations for Human Resource Managers to get some ideas of interventions to decrease the generation gap between Baby Boomers and Generation X. Last but not least, the recommendations for further research are presented in the next chapter as well.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

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

Recommendations to the Human Resource Managers for decreasing the gap between Baby Boomers and Generation X are made. Moreover, the researcher also suggests recommendations for future study.

Restatement of problem and research objectives:

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

This research will look into possible ways to decrease the gap between Baby Boomers and Generation X in terms of the most effective way of Human Resource Managers to deal with the gap.

Research objectives:

1. To identify the demographic characteristics of Baby Boomers who are involved with this issue.
2. To identify the demographic characteristics of Generation X who are involved with this issue.

3. To identify the different motivations between Baby Boomers and Generation X.
4. To identify the generation gap between Baby Boomers and Generation X.
5. To determine a diminishing of the gap between Baby Boomers and Generation X.
6. To determine an effective strategy to decrease the gap between Baby Boomers and Generation X.

Summary of methodology:

Questionnaires were used as the primary data collection instrument for this study. The questionnaire (appendix A) was used to address the objective of this study; the subjects were Human Resource Managers in selected groups of Wisconsin companies. The questionnaires were mailed to one hundred Human Resource Managers, each mailing included a questionnaire, pre-paid envelope and cover letter, which told the respondents how significant it was to get the completed questionnaire back and all the results classified. The total number of respondents was 57 (57%).

Discussion of significant findings:

This section included a summary of the important findings of this study. The findings were discussed based on the objectives of the study.

Of the 57 surveys, the results showed that 49.1% of respondents were female and 50.9% were male (Table 1 chapter 4). The major age groups of respondents were 40-59, which is 70.2%, and 20-39, which is 29.8% (Table 2 chapter 4). Level of education of respondents, 49.1% were high school graduate thru college graduate and 50.9% had taken graduate courses thru graduate degree (Table 3 chapter 4).

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

The respondents were asked to select their agreement with 33 items regarding the characteristics. Most of the respondents agreed that the outstanding characteristics of Baby Boomers are loyalty, work ethic, commitment, respect, workaholics, self-reliant, and ambitious (Table 4 chapter 4). This data supported the characteristics of Baby Boomers identified in previous studies (Chapter 2). Okrent (2000) said that Baby Boomers were a self-centered generation, a generation that defined itself not through sacrifice as its parents had, but through extravagance.

The wealthiest Baby Boomers in the U.S. worked hard to earn their wealth, spent their earnings conservatively, have saved for retirement and are deeply concerned about their own and their children's economic futures (U.S. Trust, 2000 <http://>). This study supported the characteristic “workaholic” of Baby Boomers. Also Zemke, Raines, and Filipczak (1999) mentioned that Baby Boomers invented the phrase “Thank God, it is Monday”, and the 60-hour workweek. Boomers are eagerly concerned about participation in the workplace, about bringing heart and humanity to the office, and about creating a fair and level playing field for all.

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

styles, but they will stay involved in the workplace (Stoneman, 1998). These studies also supported the characteristics of Baby Boomers in “ambitious” and “loyalty” items from this finding.

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

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

The respondents were asked to select their agreement with 33 items regarding the characteristics describing Generation X. Most of the respondents agreed that the outstanding characteristics of Generation X are need for personal gratification, technology skills, self-focused, creative, like challenges, adaptable, and need for personal growth (Table 5 chapter 4). This data supported the characteristics of Generation X identified in previous studies (Chapter 2). Broderick (1992) claimed that the Generation X workers tend to be computer literate and comfortable with technology. Alverson (1999) agreed that no generation has grown up along with more information and media contact than the 13th generation. Their technological savvy in an era of Game Boys, PCs and microprocessors makes them expect immediate feedback.

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

From this research one characteristic of Generation X is that they are adaptable, which agrees with Smith (2000), who also agreed that Generation X (age 45 and younger) are savvy and entrepreneurial and value diversity. This group is savvy about communications and the media. And it grew up more aware of cultural and global diversity, a key factor in how it is reshaping the workplace and lifestyle orientations. Tulgan (2000) stated that Generation X is flexible. Xers need response and flexibility; they detest close management. They are relaxed with change; they have changed cities, homes and parents all their lives (Zemke, Raines, and Filipczak, 1999). The study of Cox (2000) supported this finding as well; it declared that since Xers are very flexible and adaptable workers, they could adapt themselves to new people and situations with ease. It also makes them frequently eager to see results.

From this study one characteristic of Generation X also is self-focused, according to Losyk (1997). Losyk insisted that this generation became independent at a young age. Many had to grow up fast, taking on family responsibilities or part-time jobs to help out. All this helped them become freedom-minded, individualistic, and self-absorbed. One of the shared values Gen Xers have is the acceptance of diversity. They are unified in their acceptance of fragmentation and extreme individuality (Stoneman, 1998).

Moreover, personal gratification is one characteristic that this study found from the survey that supports the previous study in chapter 2. Caudron (1997) noted that in the

workplace, Generation X expect answers and feedback now. They want to know why they must learn something, before they will take the time to learn how. Filipczak (1994) also emphasized that to them, one sure way to increase either job satisfaction or income is to jump ship. When Xers get bored with a job, they will want to move on to the next, either within the company or outside of it.

Besides the above, two more significant characteristics of Generation X found from this study, and agreeing with the previous studies in chapter 2, are personal growth and like challenging. According to Ruch (2000) Generation X seek achievement of their own goals and value individuals over the chain of command.

Hedden (2000 <http://>) also affirmed that they expect to have fun on the job, be included in corporate decision-making, and be given the opportunity to learn new skills and tackle new challenges. They want balance and flexibility and want to do meaningful work, continue to learn and grow, and be able to make a contribution. As well, Cole (1999) said that Generation X need to feel challenged and engaged by their work. Xers want new challenges and the opportunity to build new skills (Nagle, 2000 <http://>).

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

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

The respondents were asked to select their agreement with 9 items regarding the motivations; most of respondents rated their opinion about the motivations of Baby Boomers (rank from mean score in table 7 chapter 4) as the following: retirement plan, benefits, and salary.

For the motivations of Generation X, the respondents rated their opinion to this question (rank from mean score in table 8 chapter 4) as the following: training, salary, and reward.

This finding supports the previous studies in chapter 2, according to Corbo (1997); Generation X feel that managers should give them the tools to work, no matter what the cost or amount of individual attention needed. Motivators include money, a pragmatic reward system and training. The latter builds new skills and makes them more marketable. Jurkiewicz (2000) confirmed that Baby Boomers are reportedly more concerned with their quality of life than with money, and Generation X are willing to trade off high compensation for leisure time. Generation X are more concerned overall with money than are Baby Boomers.

According to Cole (1999), incentives such as retirement plans and stock options, which often may attract Baby Boomers to a company, do not have the same effect on younger workers. Generation X have come to expect huge salaries, are not interested in retirement plans and tend not to feel a sense of loyalty to employers. They are more compelled by the moment, and require short-term rewards and constant feedback.

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

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

The respondents were asked to select their agreement with 6 items, regarding the conflicts and tensions that have been found between Baby Boomers and Generation X. Most of the respondents identified the gap between these two generations in these items: work ethics (80.7%), attitude (73.7%), and working style (68.4%) (Table 10 chapter 4).

The findings from this research agree with the previous studies in chapter 2. Corbo (1997) mentioned that three attributes show up differently among Generation X than others: work ethic, basic skills and attitude. The respondents rated as a number one item that there is a different work ethic between Baby Boomers and Generation X, which supports Raths (1999) finding that older people may not be encouraged to take advantage of training opportunities, or they might be passed over for promotions because the perception is they are not going to be around much longer. Baby Boomers appear resistant to change, they just may be afraid of trying something new, making a mistake, and looking bad (Zetlin, 1995). On the other hand, Generation X is flexible (Tulgan, 2000). They are relaxed with change; they have changed cities, homes and parents all

their lives. Xers value stability in their lives. They work to live; they don't live to work (Zemke, et al., 1999).

Zemke, Raines, and Filipczak (2000) mentioned that both generations see the world in different ways. Baby Boomers' outlook is optimistic, but Generation X is skeptical. Baby Boomers' work ethic is driven, but balanced for the Xers. View of authority of Baby Boomers is love/hate, but for the Xers is unimpressed. Baby Boomers' leadership by consensus, in contrast to Xers' leadership by competence.

Alverson (1999) also emphasized that work ethics have changed; the older generation was dedicated to perfect attendance. *"We said if you feel bad at home, you wouldn't feel any worse at work. But the younger generation says I have a headache. I won't be at work today"*.

The rank for item number two about the gap is attitude and this finding also supports the previous study in chapter 2, according to U.S. Trust, 2000 <http://> Baby Boomers worked hard to earn their wealth, spend their earnings conservatively, are saving for retirement and are deeply concerned about their own and their children's economic futures. In contrast, Xers believe that life is life, and work is work, and never the twain shall meet. They grew up watching their parents work themselves to death, only to be downsized and restructured out of their chosen careers. Moreover, this is the first wave of latchkey kids to hit the work force, and they resent the amount of time their parents spent at work. They also watch their Boomer bosses turn into workaholics, and they do not like what they see. Generation X, is a term coined to denote the perceived attitudes of 25 to 35 year olds who are disenchanted with the "work hard, spend hard" ethic of the Eighties (Stereotype gen X, 1998).

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

Generation X also watch their Baby Boomer bosses turn into workaholics, and they do not like what they see (Filipczak, 1994). Cole (1999) mentioned that yesterday it was: “Thank you for the job opportunity, I will try to please you. “Today, it is: “Here is what I want to stay with the company, and if I am not happy and if I am not having fun, I will take my skills elsewhere.”

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

Generation X expect to have fun on the job, be included in corporate decision-making, and be given the opportunity to learn new skills and tackle new challenges (Hedden, 2000).

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

The respondents were asked to select their agreement with 18 items regarding an approach to decrease the generation gap; most of respondents rated their attitude about this (rank from mean score in table 11 chapter 4) as the following: keep open communication channels, walk the talk, put the right people in the right job, provide training and development opportunities, respect competence and initiative, learn to value the difference and to leverage the talents of all members, create an atmosphere of mutual empathy and respect, coaching and mentoring, and no longer “one size fits all”.

The results above support the previous studies in chapter 2. According to Zemke, Raines, and Filipczak (2000) over-communication is a sign of a healthy company; keeping open communications channels, having an open-door approach and being responsive to the needs of employees (Schizas, 1999). Flynn (1996) also noted that it is more effective to over-communicate rather than under-communicate. All of these studies revealed that keep open communication channels are very important plan to decrease the gap.

Putting the right people in the right jobs is one approach found from this study. Schizas, (1999) agreed that managers should avoid giving the young and talented jobs with little growth potential. Also training line managers in supporting and facilitating rather than exercising oversight and control is a must. Given their need for autonomy and flexibility, young employees would have difficulty in accepting rigid structures and inflexible management styles.

Providing training and development opportunities to all categories of employees to help them grow and maintain their loyalty is necessary (Schizas, 1999). This study supports the data found from the research as well. Moreover Jurkiewicz, (2000) emphasized that training targeted to the similarities and differences of the two cohorts, mindful of their generational preferences outside of work, may well increase both learning and retention.

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

Accommodate employee differences. Employee retention is now a critical priority for all businesses. Companies must learn to treat their internal customers as well as they do their external ones. The companies should learn all they can about the employees, working to meet their specific needs, and serving them according to their unique preferences (Zemke, et al., 2000). This previous study agrees with the finding from this research in the "learn to value the difference and to leverage that talents of all members" item of intervention to decrease the gap.

One more method to reduce the gap found from this research is to create an atmosphere of mutual empathy and respect, according to Raz (2000); ultimately, most experts agree that an environment that nourishes highly productive relationships between young and old can be established. The key to transcending age-related differences is

mutual empathy and respect. Schizas (1999), also highlights that to assess two of these generations and bridge the generation gap the managers should practice by creating an atmosphere of fellowship where people can learn from and with each other.

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

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

The respondents were asked to identify an effective strategy in their opinion to reduce the gap. Most of respondents felt that communication is one effective strategy to decrease the gap, which is in accord with the previous studies in chapter two. Zemke, Raines, and Filipczak (2000) concluded that not all generationally diverse workplaces need to end in such discord. Their research has uncovered two keys to establishing a collaborative intergenerational workforce: aggressive communication and difference deployment. In aggressive communication, conflicts are most often the result of preconceived expectations and rapid assumptions. Resolution comes when these generational cobwebs are aired out and addressed. Passive-aggressive behavior is to be avoided like the plague; over-communication is a sign of a healthy company.

Jurkiewicz (2000) also agreed that organizational communication should be reviewed to ensure that it speaks as effectively to Generation X as it does to Boomers. Checking for metaphors, vernacular phrases, and lifestyle references that may not be

understood by some employees is necessary in order that all employees feel included, and none excluded.

The respondents also mentioned team building, coaching and mentoring, and operating from a sophisticated management style are working well to decrease the gap between Baby Boomers and Generation X (see more details in written comment chapter 4).

Conclusion:

Generation gap in perspectives, attitudes, and behaviors is nothing new, however it can be difficult to reconcile in the workplace. To conquer the tension, begin by understanding each side's point of view. Lack of attention to generational differences will make any company less attractive to young recruits, resulting in higher recruiting costs and greater difficulty in finding the right employees. This is a significant reason to develop this research to identify the intervention to decrease the gap between Baby Boomers and Generation X.

This study may be a framework for Human Resource Managers, especially in Thailand, to know the approaches to decrease the gap. They could know more about the characteristics of Baby Boomers and Generation X. What is the difference between them? How can Human Resource Managers bridge the gap between them? What is an effective intervention to decrease the gap? According to this research, it is essential for Human Resource Managers to know the backgrounds of these two generations and learn the difference between them. From this study Human Resource Managers could know about the barriers that bring up the gap, which can hurt a company's effectiveness. In order to prevent this difficulty, the results from this research may help to guide Human

Resource Managers, especially in Thailand, to gain new knowledge of interventions to dwindle the gap.

Recommendations for Human Resource Managers:

The findings of this study resulted in recommendations for Human Resource Managers, especially in Thailand, as follows:

1. In order to decrease the gap between Baby Boomers and Generation X, Human Resource Managers should know the characteristics of the two generations to get the point of view about their background, lifestyle, working style, attitude, etc.
2. As previously noted, HR managers should study the differences between Baby Boomers and Generation X. This research might help them to know the differences between the two generations concerning characteristics, motivations, etc.
3. Furthermore this study will guide Human Resource Managers to know what is the tension and conflict between them. With a summary and advice, they would have a framework about the barriers that cause the gap between them.
4. As mention in the findings, Human Resource Managers should give their attention to the variety of interventions shown in this research. The findings will guide them about approaches to reduce the gap between Baby Boomers and Generation X.
5. From the previous studies and the results of this research as well, Human Resource Managers should realize that communication is the key to decrease the gap. Besides, they should realize there are more approaches such as walk the talk,

create an atmosphere of mutual empathy and respect, no longer “one size fits all”, etc. These methods will help to guide them how to decrease the generation gap in the workplace.

Recommendations for future study:

Due to the limited area of this study, the researcher strongly recommends future more extensive research. The recommendations for future study are as follows:

1. Future research, the same as this study, is recommended. The area of the survey should be expanded, this might help to get a larger sample size and support findings that can be adapted to the rest of population.
2. Future research might study more details and find out what are the results comparing the different age, gender, and /or education of respondents.
3. Future research might study further; instead of the generation gap between Baby Boomers and Generation X, the future study could be the generation gap between Generation X and Generation Next or Generation Y (the generation that come after Generation X).

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APPENDIX A
QUESTIONNAIRE

The purpose of this survey is to study “Generation Gap in the workplace between Baby Boomers (1940-1960) and Generation X (1961-1980)”. Your participation in this study is voluntary and all information is confidential.

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

1 = Not obvious (**NO**), 2 = Somewhat obvious (**SO**), 3 = Obvious (**O**),

4 = Very obvious (**VO**), 5 = Extremely obvious (**EO**)

	Baby Boomer					Generation X				
	NO	SO	O	VO	EO	NO	SO	O	VO	EO
1. Inflexible to change	1	2	3	4	5	1	2	3	4	5
2. Idealistic	1	2	3	4	5	1	2	3	4	5
3. Competitive	1	2	3	4	5	1	2	3	4	5
4. Question authority	1	2	3	4	5	1	2	3	4	5
5. Involvement	1	2	3	4	5	1	2	3	4	5
6. Loyalty	1	2	3	4	5	1	2	3	4	5
7. Value individuality	1	2	3	4	5	1	2	3	4	5
8. Team orientation	1	2	3	4	5	1	2	3	4	5
9. Personal Gratification	1	2	3	4	5	1	2	3	4	5
10. Technology skills	1	2	3	4	5	1	2	3	4	5
11. Values diversity	1	2	3	4	5	1	2	3	4	5
12. Entrepreneurial	1	2	3	4	5	1	2	3	4	5
13. Thinking globally	1	2	3	4	5	1	2	3	4	5
14. “Go Getters”	1	2	3	4	5	1	2	3	4	5
15. Ambitious	1	2	3	4	5	1	2	3	4	5
16. Team player	1	2	3	4	5	1	2	3	4	5
17. Like challenges	1	2	3	4	5	1	2	3	4	5
18. Self-reliant	1	2	3	4	5	1	2	3	4	5
19. Balance of career, life & family	1	2	3	4	5	1	2	3	4	5
20. Pragmatism	1	2	3	4	5	1	2	3	4	5
21. Workaholics	1	2	3	4	5	1	2	3	4	5
22. Too intense	1	2	3	4	5	1	2	3	4	5
23. Clueless about the future	1	2	3	4	5	1	2	3	4	5
24. Personal growth	1	2	3	4	5	1	2	3	4	5
25. Commitment	1	2	3	4	5	1	2	3	4	5
26. Respectful	1	2	3	4	5	1	2	3	4	5
27. Slacker	1	2	3	4	5	1	2	3	4	5
28. Whiner	1	2	3	4	5	1	2	3	4	5
29. Aggressive	1	2	3	4	5	1	2	3	4	5
30. Work ethic	1	2	3	4	5	1	2	3	4	5
31. Self-focused	1	2	3	4	5	1	2	3	4	5
32. Adaptable	1	2	3	4	5	1	2	3	4	5
33. Creative	1	2	3	4	5	1	2	3	4	5

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

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

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

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

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

	SD	D	N	A	SA
1. Work unit meeting	1	2	3	4	5
2. Team building	1	2	3	4	5
3. Create an atmosphere of fellowship	1	2	3	4	5
4. Put the right people in the right job	1	2	3	4	5
5. Rotate people's positions so they can enrich their experience and understand the needs of other people and departments	1	2	3	4	5
6. Provide training and development opportunities	1	2	3	4	5

	SD	D	N	A	SA
7. Keep open communication channels	1	2	3	4	5
8. Respect competence and initiative	1	2	3	4	5
9. Create an atmosphere of mutual empathy and respect	1	2	3	4	5
10. Train in generational preferences	1	2	3	4	5
11. Coaching and mentoring	1	2	3	4	5
12. Operate from a sophisticated management style	1	2	3	4	5
13. Treat employee like customer	1	2	3	4	5
14. Walk the talk	1	2	3	4	5
15. Provide information about each group's traits	1	2	3	4	5
16. No longer "one size fits all"	1	2	3	4	5
17. Increase open lines of communication in order to voice and articulate differences in work styles and values	1	2	3	4	5
18. Learn to value the difference and to leverage the talents of all members	1	2	3	4	5
19. Please describe the most effective intervention that you have used to decrease the generation gap.					

SECTION IV: Please check appropriate response.

Gender _____ Female _____ Male

Age ____ 20-39 ____ 40-59 ____ 60 and older

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

Thank you for your cooperation

APPENDIX B
COVER LETTER

University of Wisconsin-Stout
Menomonie, Wisconsin 54751

December 18, 2000

«Title»

«Company»

«Address1»

«City», «State» «PostalCode»

Dear: «Title»

This survey is requesting your opinions about a generation gap in the workplace between Baby Boomer (born 1940 to 1960) and Generation X (born 1960 to 1980). Since you know that generation gaps in perspectives, attitudes, and behaviors are nothing new, they can be difficult to reconcile in the workplace. Lack of attention to generational differences will make any company less efficient. Critical management skills will involve understanding generational differences in order to strengthen work relationships between and among employees - especially between generation baby boom and generation X. They are the majority in the work force today. This research will identify the effective strategies in decreasing the gap. The human resource manager who is the one involved with these two generations can benefit from the results. The research information can be used as a guide when dealing with the Generation gap.

Enclosed is a survey form, a prepaid, stamped envelope for its return. Please return the completed survey to me by January 7, 2001.

The survey should take 10-15 minutes to complete. Completing the survey is voluntary, and your responses are strictly confidential. Completion and return of survey is considered implied consent.

If you have any questions about this research, please call me at (715) 235-1905 or call Dr. Joseph A. Benkowski at (715) 232-5266. We would be most happy to answer any questions you might have. Please call Dr. Benkowski or e-mail benkowskij@uwstout.edu to receive a summary report. Please accept this bookmark as an appreciation for filling out the survey. Thank you for your assistance.

Sincerely,

Wipanut Govitvatana
500 12th Ave. West, Apt# 66
Menomonie, WI 54751

Enclosures: Survey
Pre-paid return envelope

APPENDIX C
FOLLOW-UP LETTER

February 22, 2001

«Title»

«Company»

«Address1»

«City», «State» «PostalCode»

Dear Human Resource Manager:

Several weeks ago, I wrote to you seeking your opinion, through a survey, about the Generation Gap in the workplace. The survey requests your opinions about a generation gap in the workplace between Baby Boomers (born 1940 to 1960) and Generation X (born 1960 to 1980). As of today, I have not yet received your complete questionnaire. Your response is very important to my research, and it is important to have the results of the project as accurate as possible. If you have already mailed in your questionnaire, thank you. If not please invest a few minutes of your time and complete the questionnaire. I have enclosed another copy, in case you no longer have the original. Please respond by March 5, 2001. Also enclosed is a self-addressed postcard. Please return it separately from your survey. Since the survey is anonymous, the postcard is a way of indicating that the survey was sent back, and that I need not follow-up with you.

Again, your response is very important. Please invest a few minutes and complete the questionnaire. If you have any questions about this research, or to receive a summary report, please call me at (715) 235-1905 or call Dr. Joseph A. Benkowski at (715) 232-5266, or e-mail benkoskij@uwstout.edu. Your cooperation is greatly appreciated.

Sincerely,

Wipanut Govitvatana

500 12th Avenue West Apt# 66

Menomonie, WI 54751

Encloses (2): Survey

Prepaid return envelope

Prepaid return post card

APPENDIX D
WRITTEN COMMENTS

WRITTEN COMMENTS

Every written comment about the most effective intervention to decrease the generation gap received was included here and none have been edited.

- ❑ “Clear communication of expectations and the company culture prior to hire”
- ❑ “Communication”
- ❑ “Gather input and listen”
- ❑ “Social gathering do help”
- ❑ “Keep open communication and work unit meetings”
- ❑ “We have employees from both groups working together, when there is a problem both groups are asked for their input”
- ❑ “Open and direct dialogue to discuss the differences and understanding”
- ❑ “Open communication also group/team meetings and problem solving strategies”
- ❑ “Training in communication styles and preferences. Consistent handling of issues and concerns”
- ❑ “Open communication and maintain respect for generational working styles”
- ❑ “Communication – management meetings, department meetings, and all employees meetings. Employee/supervisor mediated meetings to discuss needs of each other.”
- ❑ “Treat the department as a team and let everyone voice their opinion”
- ❑ “Provide as much information as possible through postings, meetings, etc. Also provide opportunity to participate on teams and make valued decisions – truly be a part from start to finish.”
- ❑ “Team emphasis – everyone’s important and contributes toward the goal”

- ❑ “Self-directed team”
- ❑ “Team meetings to identify and resolve differences”
- ❑ “Coaching and mentoring programs. Offering personal development opportunities.”
- ❑ “Coaching and counseling”
- ❑ “Internal core skill base training program establishing a mentor program where employees from different generations learn from each other while also developing job specific skills.”
- ❑ “Mentoring two-ways Boomers teamed with generation Xers”
- ❑ “Focus on project/business results”
- ❑ “Company or department get together outside of work”
- ❑ “Showing interest in the individual and what they do well. Use win-win behaviors toward others consistently.”
- ❑ “I think it is important to remember that these responses could apply to any ‘older’ and ‘younger’ groups of people, regardless of the generation they were born in.”
- ❑ “I met with supervisors in order to train them restate of unemployment rate in order to appreciate the value of finding someone to fill an opening. They need to work with younger different-looking types of people and try to develop them. Also do not quickly fire, as you will likely wait for a replacement. We implemented a mentoring program for new hires to improve retention rate.”
- ❑ “Good management practices are always the most important thing in producing good results with old or young workers. What we find with working with people

who have been in the workforce for a number of years, is that they become more acutely aware and experienced in the effect of management styles on outcomes. For that reason, they have less patience with poor management practices. Even though they may not have the understanding and training necessary to evaluate and identify individual practices, which are harmful to the organization, they are more aware of how overall performance of the organization is indicative of good or bad practice. Good management practices are always important but with an older workforce, or a workforce, which is mixed between older and younger workers, it is even more important that good management practices be used. In other words, the older worker is on the other side of the learning curve, they have already worked through changes, which were or were not productive. It is not that they are for or against change. They understand that change is not an end in itself, but a means to an end. Their willingness to acceptance or not acceptance it more or less hinges on management's ability to show it as necessary for positive outcomes.”

APPENDIX E
TABLE OF STATISTICS

EDUCATION LEVEL OF RESPONDENT – CATEGORIES 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 HS grad/ some college	6	10.5	10.5	10.5
2 College grad	22	38.6	38.6	49.1
3 Some grad courses	10	17.5	17.5	66.7
4 Graduate degree	19	33.3	33.3	100.0
Total	57	100.0	100.0	

EDUCATION LEVEL OF RESPONDENT – CATEGORIES 2*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 HS grad - college grad	28	49.1	49.1	49.1
2 Grad courses/degree	29	50.9	50.9	100.0
Total	57	100.0	100.0	

Note * This categories apply to this research since there is a small group of population.

Frequencies**Statistics**

		Gender of respondent	Age of respondent	Education level of respondent
N	Valid	57	57	57
	Missing	0	0	0
Mean		1.51	1.70	1.51
Std. Deviation		.50	.46	.50

Frequency Table**Gender of respondent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	28	49.1	49.1	49.1
	Male	29	50.9	50.9	100.0
	Total	57	100.0	100.0	

Age of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-39	17	29.8	29.8	29.8
	40-59	40	70.2	70.2	100.0
	Total	57	100.0	100.0	

Education of respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HS grad – college grad	28	49.1	49.1	49.1
	Grad courses/degree	29	50.9	50.9	100.0
	Total	57	100.0	100.0	

Frequencies

Statistics

Items of characteristics	N		Mean	Std. Deviation
	Valid	Missing		
BB Inflexible for change	57	0	2.81	.99
BB Idealistic	57	0	2.68	1.05
BB Competitive	57	0	3.28	.88
BB Question authority	57	0	2.19	.90
BB Involvement	57	0	3.23	.87
BB Loyalty	57	0	4.02	.90
BB Value individuality	57	0	2.35	.95
BB Team orientation	57	0	3.07	.96
BB Personal gratification	57	0	3.18	.93
BB Technology skills	57	0	2.63	1.03
BB Value diversity	57	0	2.51	.95
BB Entrepreneurial	57	0	2.88	.83
BB Thinking globally	57	0	2.72	1.00
BB Go getters	57	0	3.35	.94
BB Ambitious	57	0	3.37	.92
BB Team player	57	0	3.26	.92
BB Like challenging	57	0	3.14	.90
BB self-reliant	57	0	3.58	1.00
BB Balance of career, life & family	57	0	3.11	1.03
BB Pragmatism	57	0	3.37	.79
BB Workaholics	57	0	3.67	.95
BB Too intense	57	0	2.82	1.14
BB Clueless about future	57	0	1.91	.93
BB Personal growth	57	0	2.96	1.00
BB Commitment	57	0	3.84	.88
BB Respectful	57	0	3.74	.90
BB Slacker	57	0	1.88	.95
BB Whiner	57	0	2.05	.99
BB Aggressive	57	0	2.91	1.01
BB Work ethic	57	0	3.88	.85
BB self-focused	57	0	2.56	.96
BB Adaptable	57	0	2.70	.89
BB Creative	57	0	2.77	.89

Frequency Table

BB Inflexible for change

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.5	10.5	10.5
	Somewhat obvious	16	28.1	28.1	38.6
	Obvious	18	31.6	31.6	70.2
	Very obvious	17	29.8	29.8	100.0
	Total	57	100.0	100.0	

BB Idealistic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	8	14.0	14.0	14.0
	Somewhat obvious	16	28.1	28.1	42.1
	Obvious	22	38.6	38.6	80.7
	Very obvious	8	14.0	14.0	94.7
	Extremely obvious	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

BB Competitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat obvious	11	19.3	19.3	19.3
	Obvious	24	42.1	42.1	61.4
	Very obvious	17	29.8	29.8	91.2
	Extremely obvious	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

BB Question authority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	11	19.3	19.3	19.3
	Somewhat obvious	30	52.6	52.6	71.9
	Obvious	11	19.3	19.3	91.2
	Very obvious	4	7.0	7.0	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

BB Involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	9	15.8	15.8	17.5
	Obvious	27	47.4	47.4	64.9
	Very obvious	16	28.1	28.1	93.0
	Extremely obvious	4	7.0	7.0	100.0
	Total	57	100.0	100.0	

BB Loyalty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat obvious	2	3.5	3.5	3.5
	Obvious	16	28.1	28.1	31.6
	Very obvious	18	31.6	31.6	63.2
	Extremely obvious	21	36.8	36.8	100.0
	Total	57	100.0	100.0	

BB Value individuality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.5	10.5	10.5
	Somewhat obvious	20	35.1	35.1	45.6
	Obvious	20	35.1	35.1	80.7
	Very obvious	10	17.5	17.5	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

BB Team orientation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	3	5.3	5.3	5.3
	Somewhat obvious	13	22.8	22.8	28.1
	Obvious	20	35.1	35.1	63.2
	Very obvious	19	33.3	33.3	96.5
	Extremely obvious	2	3.5	3.5	100.0
	Total	57	100.0	100.0	

BB Personal gratification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	13	22.8	22.8	24.6
	Obvious	22	38.6	38.6	63.0
	Very obvious	17	29.8	29.8	93.0
	Extremely obvious	4	7.0	7.0	100.0
	Total	57	100.0	100.0	

BB Technology skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	5	8.8	8.8	8.8
	Somewhat obvious	25	43.9	43.9	52.6
	Obvious	17	29.8	29.8	82.5
	Very obvious	6	10.5	10.5	93.0
	Extremely obvious	4	7.0	7.0	100.0
	Total	57	100.0	100.0	

BB Value diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	10	17.5	17.5	17.5
	Somewhat obvious	15	26.3	26.3	43.9
	Obvious	26	45.6	45.6	89.5
	Very obvious	5	8.8	8.8	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

BB Entrepreneurial

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	19	33.3	33.3	35.1
	Obvious	24	42.1	42.1	77.2
	Very obvious	12	21.1	21.1	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

BB Thinking globally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.5	10.5	10.2
	Somewhat obvious	18	31.6	31.6	42.1
	Obvious	21	36.8	36.8	78.9
	Very obvious	10	17.5	17.5	96.5
	Extremely obvious	2	3.5	3.5	100.0
	Total	57	100.0	100.0	

BB Go getters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat obvious	13	22.8	22.8	22.8
	Obvious	16	28.1	28.1	50.9
	Very obvious	23	40.4	40.4	91.2
	Extremely obvious	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

BB Ambitious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	9	15.8	15.8	17.5
	Obvious	20	35.1	35.1	52.6
	Very obvious	22	38.6	38.6	91.2
	Extremely obvious	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

BB Team player

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	10	17.5	17.5	19.3
	Obvious	24	42.1	42.1	61.4
	Very obvious	17	29.8	29.8	91.2
	Extremely obvious	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

BB Like challenging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	11	19.3	19.3	21.1
	Obvious	29	50.9	50.9	71.9
	Very obvious	11	19.3	19.3	91.2
	Extremely obvious	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

BB Self-reliant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat obvious	10	17.5	17.5	17.5
	Obvious	15	26.3	26.3	43.9
	Very obvious	21	36.8	36.8	80.7
	Extremely obvious	11	19.3	19.3	100.0
	Total	57	100.0	100.0	

BB Balance of career, life & family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	2	3.5	3.5	3.5
	Somewhat obvious	15	26.3	26.3	29.8
	Obvious	21	36.8	36.8	66.7
	Very obvious	13	22.8	22.8	89.5
	Extremely obvious	6	10.5	10.5	100.0
	Total	57	100.0	100.0	

BB Pragmatism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	5	8.8	8.8	10.5
	Obvious	26	45.6	45.6	56.1
	Very obvious	22	38.6	38.6	94.7
	Extremely obvious	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

BB Workaholics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat obvious	7	12.3	12.3	12.3
	Obvious	17	29.8	29.8	42.1
	Very obvious	21	36.8	36.8	78.9
	Extremely obvious	12	21.1	21.1	100.0
	Total	57	100.0	100.0	

BB Too intense

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	8	14.0	14.0	14.0
	Somewhat obvious	14	24.6	24.6	38.6
	Obvious	19	33.3	33.3	71.9
	Very obvious	12	21.1	21.1	93.0
	Extremely obvious	4	7.0	7.0	100.0
	Total	57	100.0	100.0	

BB Clueless about the future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	23	40.4	40.4	40.4
	Somewhat obvious	19	33.3	33.3	73.7
	Obvious	13	22.8	22.8	96.5
	Very obvious	1	1.8	1.8	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

BB Personal growth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	5	8.8	8.8	8.8
	Somewhat obvious	12	21.1	21.1	29.8
	Obvious	22	38.6	38.6	68.4
	Very obvious	16	28.1	28.1	96.5
	Extremely obvious	2	3.5	3.5	100.0
	Total	57	100.0	100.0	

BB Commitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat obvious	6	10.5	10.5	10.5
	Obvious	9	15.8	15.8	26.3
	Very obvious	30	52.6	52.6	78.9
	Extremely obvious	12	21.1	21.1	100.0
	Total	57	100.0	100.0	

BB Respectful

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not obvious	1	1.8	1.8	1.8
Somewhat obvious	4	7.0	7.0	8.8
Obvious	14	24.6	24.6	33.3
Very obvious	28	49.1	49.1	82.5
Extremely obvious	10	17.5	17.5	100.0
Total	57	100.0	100.0	

BB Slacker

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not obvious	24	42.1	42.1	42.1
Somewhat obvious	20	35.1	35.1	77.2
Obvious	10	17.5	17.5	94.7
Very obvious	2	3.5	3.5	98.2
Extremely obvious	1	1.8	1.8	100.0
Total	57	100.0	100.0	

BB Whiner

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not obvious	19	33.3	33.3	33.3
Somewhat obvious	22	38.6	38.6	71.9
Obvious	11	19.3	19.3	91.2
Very obvious	4	7.0	7.0	98.2
Extremely obvious	1	1.8	1.8	100.0
Total	57	100.0	100.0	

BB Aggressive

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not obvious	3	5.3	5.3	5.3
Somewhat obvious	19	33.3	33.3	38.6
Obvious	18	31.6	31.6	70.2
Very obvious	14	24.6	24.6	94.7
Extremely obvious	3	5.3	5.3	100.0
Total	57	100.0	100.0	

BB Work ethic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat obvious	5	8.8	8.8	8.8
	Obvious	9	15.8	15.8	24.6
	Very obvious	31	54.4	54.4	78.9
	Extremely obvious	12	21.1	21.1	100.0
	Total	57	100.0	100.0	

BB Self-focused

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	7	12.3	12.3	12.3
	Somewhat obvious	21	36.8	36.8	49.1
	Obvious	21	36.8	36.8	86.0
	Very obvious	6	10.5	10.5	96.5
	Extremely obvious	2	3.5	3.5	100.0
	Total	57	100.0	100.0	

BB Adaptable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	3	5.3	5.3	5.3
	Somewhat obvious	23	40.4	40.4	45.6
	Obvious	20	35.1	35.1	80.7
	Very obvious	10	17.5	17.5	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

BB Creative

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	3	5.3	5.3	5.3
	Somewhat obvious	19	33.3	33.3	38.6
	Obvious	25	43.9	43.9	82.5
	Very obvious	8	14.0	14.0	96.5
	Extremely obvious	2	3.5	3.5	100.0
	Total	57	100.0	100.0	

Frequencies

Statistics

Items of characteristics	N		Mean	Std. Deviation
	Valid	Missing		
X Inflexible for change	57	0	2.12	1.17
X Idealistic	57	0	3.42	1.03
X Competitive	57	0	2.95	1.09
X Question authority	57	0	3.86	.97
X Involvement	57	0	2.82	1.09
X Loyalty	57	0	1.86	1.09
X Value individuality	57	0	3.82	1.07
X Team orientation	57	0	2.61	1.01
X Personal gratification	57	0	3.93	1.05
X Technology skills	57	0	3.77	1.15
X Value diversity	57	0	3.37	1.03
X Entrepreneurial	57	0	3.07	1.27
X Thinking globally	57	0	3.19	1.11
X Go getters	57	0	2.93	1.15
X Ambitious	57	0	3.11	1.11
X Team player	57	0	2.72	.98
X Like challenging	57	0	3.42	1.03
X self-reliant	57	0	3.09	1.15
X Balance of career, life & family	57	0	3.25	1.31
X Pragmatism	57	0	2.68	.76
X Workaholics	57	0	2.12	1.10
X Too intense	57	0	2.74	1.03
X Clueless about future	57	0	3.00	1.21
X Personal growth	57	0	3.32	1.12
X Commitment	57	0	2.44	1.04
X Respectful	57	0	2.54	1.02
X Slacker	57	0	2.54	1.20
X Whiner	57	0	2.91	1.14
X Aggressive	57	0	3.14	1.04
X Work ethic	57	0	2.61	1.03
X self-focused	57	0	3.67	.95
X Adaptable	57	0	3.35	.83
X Creative	57	0	3.51	.87

Frequency Table**X Inflexible for change**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	19	33.3	33.3	33.3
	Somewhat obvious	25	43.9	43.9	77.2
	Obvious	3	5.3	5.3	82.5
	Very obvious	7	12.3	12.3	94.7
	Extremely obvious	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

X Idealistic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	2	3.5	3.5	3.5
	Somewhat obvious	6	10.5	10.5	14.0
	Obvious	26	45.6	45.6	59.6
	Very obvious	12	21.1	21.1	80.7
	Extremely obvious	11	19.3	19.3	100.0
	Total	57	100.0	100.0	

X Competitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	7	12.3	12.3	12.3
	Somewhat obvious	14	24.6	24.6	36.8
	Obvious	17	29.8	29.8	66.7
	Very obvious	13	22.8	22.8	89.5
	Extremely obvious	6	10.5	10.5	100.0
	Total	57	100.0	100.0	

X Question authority

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	2	3.5	3.5	3.5
	Somewhat obvious	4	7.0	7.0	10.5
	Obvious	7	12.3	12.3	22.8
	Very obvious	31	54.4	54.4	77.2
	Extremely obvious	13	22.8	22.8	100.0
	Total	57	100.0	100.0	

X Involvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	7	12.3	12.3	12.3
	Somewhat obvious	16	28.1	28.1	40.4
	Obvious	16	28.1	28.1	68.4
	Very obvious	16	28.1	28.1	96.5
	Extremely obvious	2	3.5	3.5	100.0
	Total	57	100.0	100.0	

X Loyalty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	29	50.9	50.9	50.9
	Somewhat obvious	15	26.3	26.3	77.2
	Obvious	6	10.5	10.5	87.7
	Very obvious	6	10.5	10.5	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

X Value individuality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	8	14.0	14.0	15.8
	Obvious	8	14.0	14.0	29.8
	Very obvious	23	40.4	40.4	70.2
	Extremely obvious	17	29.8	29.8	100.0
	Total	57	100.0	100.0	

X Team orientation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	9	15.8	15.8	15.8
	Somewhat obvious	16	28.1	28.1	43.9
	Obvious	21	36.8	36.8	80.7
	Very obvious	10	17.5	17.5	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

X Personal gratification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	5	8.8	8.8	10.5
	Obvious	12	21.1	21.1	31.6
	Very obvious	18	31.6	31.6	63.2
	Extremely obvious	21	36.8	36.8	100.0
	Total	57	100.0	100.0	

X Technology skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	4	7.0	7.0	7.0
	Somewhat obvious	2	3.5	3.5	10.5
	Obvious	15	26.3	26.3	36.8
	Very obvious	18	31.6	31.6	68.4
	Extremely obvious	18	31.6	31.6	100.0
	Total	57	100.0	100.0	

X Value diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	3	5.3	5.3	5.3
	Somewhat obvious	7	12.3	12.3	17.5
	Obvious	20	35.1	35.1	52.6
	Very obvious	20	35.1	35.1	87.7
	Extremely obvious	7	12.3	12.3	100.0
	Total	57	100.0	100.0	

X Entrepreneurial

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	8	14.0	14.0	14.0
	Somewhat obvious	11	19.3	19.3	33.3
	Obvious	15	26.3	26.3	59.6
	Very obvious	15	26.3	26.3	86.0
	Extremely obvious	8	14.0	14.0	100.0
	Total	57	100.0	100.0	

X Thinking globally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.5	10.5	10.5
	Somewhat obvious	8	14.0	14.0	24.6
	Obvious	16	28.1	28.1	52.6
	Very obvious	23	40.4	40.4	93.0
	Extremely obvious	4	7.0	7.0	100.0
	Total	57	100.0	100.0	

X Go getters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.5	10.5	10.5
	Somewhat obvious	16	28.1	28.1	38.6
	Obvious	16	28.1	28.1	66.7
	Very obvious	14	24.6	24.6	91.2
	Extremely obvious	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

X Ambitious

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.5	10.5	10.5
	Somewhat obvious	10	17.5	17.5	28.1
	Obvious	17	29.8	29.8	57.9
	Very obvious	20	35.1	35.1	93.0
	Extremely obvious	4	7.0	7.0	100.0
	Total	57	100.0	100.0	

X Team player

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.8	10.8	10.5
	Somewhat obvious	18	31.6	31.6	42.1
	Obvious	20	35.1	35.1	77.2
	Very obvious	12	21.1	21.1	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

X Like challenging

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	3	5.3	5.3	5.3
	Somewhat obvious	8	14.0	14.0	19.3
	Obvious	14	24.6	24.6	43.9
	Very obvious	26	45.6	45.6	89.5
	Extremely obvious	6	10.5	10.5	100.0
	Total	57	100.0	100.0	

X Self-reliant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.5	10.5	10.5
	Somewhat obvious	11	19.3	19.3	29.8
	Obvious	18	31.6	31.6	61.4
	Very obvious	16	28.1	28.1	89.5
	Extremely obvious	6	10.5	10.5	100.0
	Total	57	100.0	100.0	

X Balance of career, life & family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	8	14.0	14.0	14.0
	Somewhat obvious	8	14.0	14.0	28.1
	Obvious	14	24.6	24.6	52.6
	Very obvious	16	28.1	28.1	80.7
	Extremely obvious	11	19.3	19.3	100.0
	Total	57	100.0	100.0	

X Pragmatism

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	5	8.8	8.8	8.8
	Somewhat obvious	13	22.8	22.8	31.6
	Obvious	34	59.6	59.6	91.2
	Very obvious	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

X Workaholics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	19	33.3	33.3	33.3
	Somewhat obvious	22	38.6	38.6	71.9
	Obvious	8	14.0	14.0	86.0
	Very obvious	6	10.5	10.5	95.5
	Extremely obvious	2	3.5	3.5	100.0
	Total	57	100.0	100.0	

X Too intense

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	9	15.8	15.8	15.8
	Somewhat obvious	11	19.3	19.3	35.1
	Obvious	24	42.1	42.1	77.2
	Very obvious	12	21.1	21.1	98.2
	Extremely obvious	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

X Clueless about the future

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.5	10.5	10.5
	Somewhat obvious	15	26.3	26.3	36.8
	Obvious	17	29.8	29.8	66.7
	Very obvious	11	19.3	19.3	86.0
	Extremely obvious	8	14.0	14.0	100.0
	Total	57	100.0	100.0	

X Personal growth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	2	3.5	3.5	3.5
	Somewhat obvious	15	26.3	26.3	29.8
	Obvious	11	19.3	19.3	49.1
	Very obvious	21	36.8	36.8	86.0
	Extremely obvious	8	14.0	14.0	100.0
	Total	57	100.0	100.0	

X Commitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	10	17.5	17.5	17.5
	Somewhat obvious	22	38.6	38.6	56.1
	Obvious	18	31.6	31.6	87.7
	Very obvious	4	7.0	7.0	94.7
	Extremely obvious	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

X Respectful

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	8	14.0	14.0	14.0
	Somewhat obvious	21	36.8	36.8	50.9
	Obvious	20	35.1	35.1	86.0
	Very obvious	5	8.8	8.8	94.7
	Extremely obvious	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

X Slacker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	13	22.8	22.8	22.8
	Somewhat obvious	15	26.3	26.3	49.1
	Obvious	19	33.3	33.3	82.5
	Very obvious	5	8.8	8.8	91.2
	Extremely obvious	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

X Whiner

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	6	10.5	10.5	10.5
	Somewhat obvious	15	26.3	26.3	36.8
	Obvious	20	35.1	35.1	71.9
	Very obvious	10	17.5	17.5	89.5
	Extremely obvious	6	10.5	10.5	100.0
	Total	57	100.0	100.0	

X Aggressive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	3	5.3	5.3	5.3
	Somewhat obvious	13	22.8	22.8	28.1
	Obvious	19	33.3	33.3	61.4
	Very obvious	17	29.8	29.8	91.2
	Extremely obvious	5	8.8	8.8	100.0
	Total	57	100.0	100.0	

X Work ethic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	8	14.0	14.0	14.0
	Somewhat obvious	17	29.8	29.8	43.9
	Obvious	25	43.9	43.9	87.7
	Very obvious	3	5.3	5.3	93.0
	Extremely obvious	4	7.0	7.0	100.0
	Total	57	100.0	100.0	

X Self-focused

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	5	8.8	8.8	10.5
	Obvious	17	29.8	29.8	40.4
	Very obvious	23	40.4	40.4	80.7
	Extremely obvious	11	19.3	19.3	100.0
	Total	57	100.0	100.0	

X Adaptable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not obvious	1	1.8	1.8	1.8
	Somewhat obvious	7	12.3	12.3	14.0
	Obvious	23	40.4	40.4	54.4
	Very obvious	23	40.4	40.4	94.7
	Extremely obvious	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

X Creative

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not obvious	1	1.8	1.8	1.8
Somewhat obvious	5	8.8	8.8	10.5
Obvious	21	36.8	36.8	47.4
Very obvious	24	42.1	42.1	89.5
Extremely obvious	6	10.5	10.5	100.0
Total	57	100.0	100.0	

Frequencies

Statistics

Items of motivations	N		Mean	Std. Deviation
	Valid	Missing		
BB Salary	57	0	3.65	.74
BB Incentive	57	0	3.30	.80
BB Reward	57	0	3.37	.77
BB Personal recognition	57	0	3.65	.94
BB Training	57	0	2.96	.91
BB Challenging work	57	0	3.35	1.03
BB Team building	57	0	3.00	1.02
BB Retirement plan	57	0	4.35	.79
BB Benefits	57	0	4.26	.81

Frequency Table

BB Salary

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not important	1	1.8	1.8	1.8
Somewhat important	1	1.8	1.8	3.5
Important	20	35.1	35.1	38.6
Very important	30	52.6	52.6	91.2
Essential important	5	8.8	8.8	100.0
Total	57	100.0	100.0	

BB Incentive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	9	15.8	15.8	15.8
	Important	25	43.9	43.9	59.6
	Very important	20	35.1	35.1	94.7
	Essential important	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

BB Reward

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	7	12.3	12.3	12.3
	Important	25	43.9	43.9	56.1
	Very important	22	38.6	38.6	94.7
	Essential important	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

BB Personal recognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	6	10.5	10.5	10.5
	Important	20	35.1	35.1	45.6
	Very important	19	33.3	33.3	78.9
	Essential important	12	21.1	21.1	100.0
	Total	57	100.0	100.0	

BB Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	3	5.3	5.3	5.3
	Somewhat important	11	19.3	19.3	24.6
	Important	32	56.1	56.1	80.7
	Very important	7	12.3	12.3	93.0
	Essential important	4	7.0	7.0	100.0
	Total	57	100.0	100.0	

BB Challenging work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	2	3.5	3.5	3.5
	Somewhat important	8	14.0	14.0	17.5
	Important	24	42.1	42.1	59.6
	Very important	14	24.6	24.6	84.2
	Essential important	9	15.8	15.8	100.0
	Total	57	100.0	100.0	

BB Team building

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not important	3	5.3	5.3	5.3
Somewhat important	14	24.6	24.6	29.8
Important	26	45.6	45.6	75.4
Very important	8	14.0	14.0	89.5
Essential important	6	10.5	10.5	100.0
Total	57	100.0	100.0	

BB Retirement plan

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Somewhat important	2	3.5	3.5	3.5
Important	5	8.8	8.8	12.3
Very important	21	36.8	36.8	49.1
Essential important	29	50.9	50.9	100.0
Total	57	100.0	100.0	

BB Benefits

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Somewhat important	2	3.5	3.5	3.5
Important	7	12.3	12.3	15.8
Very important	22	38.6	38.6	54.4
Essential important	26	45.6	45.6	100.0
Total	57	100.0	100.0	

Frequencies

Statistics

Items of motivations	N		Mean	Std. Deviation
	Valid	Missing		
X Salary	57	0	3.95	.89
X Incentive	57	0	3.77	1.04
X Reward	57	0	3.81	1.03
X Personal recognition	57	0	3.72	.98
X Training	57	0	3.96	.80
X Challenging work	57	0	3.68	1.09
X Team building	57	0	2.93	1.21
X Retirement plan	57	0	2.65	1.26
X Benefits	57	0	3.39	1.22

Frequency Table

X Salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	5	8.8	8.8	8.8
	Important	9	15.8	15.8	24.6
	Very important	27	47.4	47.4	71.9
	Essential important	16	28.1	28.1	100.0
	Total	57	100.0	100.0	

X Incentive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	2	3.5	3.5	3.5
	Somewhat important	5	8.8	8.8	12.3
	Important	11	19.3	19.3	31.6
	Very important	25	43.9	43.9	75.4
	Essential important	14	24.6	24.6	100.0
	Total	57	100.0	100.0	

X Reward

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	2	3.5	3.5	3.5
	Somewhat important	6	10.5	10.5	14.0
	Important	6	10.5	10.5	24.6
	Very important	30	52.6	52.6	77.2
	Essential important	13	22.8	22.8	100.0
	Total	57	100.0	100.0	

X Personal recognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	2	3.5	3.5	3.5
	Somewhat important	2	3.5	3.5	7.0
	Important	19	33.3	33.3	40.4
	Very important	21	36.8	36.8	77.2
	Essential important	13	22.8	22.8	100.0
	Total	57	100.0	100.0	

X Training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	3	5.3	5.3	5.3
	Important	10	17.5	17.5	22.8
	Very important	30	52.6	52.6	75.4
	Essential important	14	24.6	24.6	100.0
	Total	57	100.0	100.0	

X Challenging work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	2	3.5	3.5	3.5
	Somewhat important	8	14.0	14.0	17.5
	Important	9	15.8	15.8	33.3
	Very important	25	43.9	43.9	77.2
	Essential important	13	22.8	22.8	100.0
	Total	57	100.0	100.0	

X Team building

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	9	15.8	15.8	15.8
	Somewhat important	12	21.1	21.1	36.8
	Important	14	24.6	24.6	61.4
	Very important	18	31.6	31.6	93.0
	Essential important	4	7.0	7.0	100.0
	Total	57	100.0	100.0	

X Retirement plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not important	8	14.0	14.0	14.0
	Somewhat important	26	45.6	45.6	59.6
	Important	9	15.8	15.8	75.4
	Very important	6	10.5	10.5	86.0
	Essential important	8	14.0	14.0	100.0
	Total	57	100.0	100.0	

X Benefits

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not important	3	5.3	5.3	5.3
Somewhat important	12	21.1	21.1	26.3
Important	16	28.1	28.1	54.4
Very important	12	21.1	21.1	75.4
Essential important	14	24.6	24.6	100.0
Total	57	100.0	100.0	

Frequencies

Statistics

Items of conflicts and tensions	N		Mean	Std. Deviation
	Valid	Missing		
Tension from decision making	57	0	1.63	.49
Tension from communication	57	0	1.49	.50
Tension from working style	57	0	1.32	.47
Tension from attitude	57	0	1.26	.44
Tension from work ethics	57	0	1.19	.40
Tension from other	57	0	1.89	.31

Frequency Table

Tension from Decision making

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	21	36.8	36.8	36.8
No	36	63.2	63.2	100.0
Total	57	100.0	100.0	

Tension from communication

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	29	50.9	50.9	50.9
No	28	49.1	49.1	100.0
Total	57	100.0	100.0	

Tension from working style

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	39	68.4	68.4	68.4
No	18	31.6	31.6	100.0
Total	57	100.0	100.0	

Tension from attitude

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	42	73.7	73.7	73.7
No	15	26.3	26.3	100.0
Total	57	100.0	100.0	

Tension from work ethics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	46	80.7	80.7	80.7
No	11	19.3	19.3	100.0
Total	57	100.0	100.0	

Tension from other

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	6	10.5	10.5	10.5
No	51	89.5	89.5	100.0
Total	57	100.0	100.0	

Frequencies

Statistics

Items of interventions to decrease the gap	N		Mean	Std. Deviation
	Valid	Missing		
Work unit meeting	57	0	3.65	.64
Team building	57	0	3.77	.68
Create an atmosphere of fellowship	57	0	3.79	.70
Put the right people in the right job	57	0	4.19	.88
Rotate people's positions...	57	0	3.49	.98
Provide training and development opportunities	57	0	4.19	.69
Keep open communication channels	57	0	4.37	.52
Respect competence and initiative	57	0	4.18	.68
Create a mutual empathy & respect atmosphere	57	0	4.07	.70
Train in generational preferences	57	0	3.07	.92
Coaching and mentoring	57	0	4.02	.69
Operate from a sophisticated management style	57	0	2.98	.99
Treat employee like customer	57	0	3.49	.97
Walk the talk	57	0	4.25	.95
Provide information about each group's traits	57	0	3.19	1.01
No longer "one size fit all"	57	0	3.89	.77
Increase open lines of communication...	57	0	3.79	.96
Learn to value the difference...	57	0	4.09	.76

Frequency Table

Work unit meeting

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	25	43.9	43.9	43.9
Agree	27	47.4	47.4	91.2
Strongly agree	5	8.8	8.8	100.0
Total	57	100.0	100.0	

Team building

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	3.5	3.5	3.5
Neutral	15	26.3	26.3	29.8
Agree	34	59.6	59.6	89.5
Strongly agree	6	10.5	10.5	100.0
Total	57	100.0	100.0	

Create an atmosphere of fellowship

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	3.5	3.5	3.5
Neutral	15	26.3	26.3	29.8
Agree	33	57.9	57.9	87.7
Strongly agree	7	12.3	12.3	100.0
Total	57	100.0	100.0	

Put the right people in the right job

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	1.8	1.8	1.8
Disagree	1	1.8	1.8	3.5
Neutral	8	14.0	14.0	17.2
Agree	23	40.4	40.4	57.9
Strongly agree	24	42.1	42.1	100.0
Total	57	100.0	100.0	

Rotate people's positions...

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	1.8	1.8	1.8
Disagree	10	17.5	17.5	19.3
Neutral	13	22.8	22.8	42.1
Agree	26	45.6	45.6	87.7
Strongly agree	7	12.3	12.3	100.0
Total	57	100.0	100.0	

Provide training and development opportunities

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	9	15.8	15.8	15.8
Agree	28	49.1	49.1	64.9
Strongly agree	20	35.1	35.1	100.0
Total	57	100.0	100.0	

Keep open communication channels

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	1	1.8	1.8	1.8
Agree	34	59.6	59.6	61.4
Strongly agree	22	38.6	38.6	100.0
Total	57	100.0	100.0	

Respect competence and initiative

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	9	15.8	15.8	15.8
Agree	29	50.9	50.9	66.7
Strongly agree	19	33.3	33.3	100.0
Total	57	100.0	100.0	

Create an atmosphere of mutual empathy and respect

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	12	21.1	21.1	21.1
Agree	29	50.9	50.9	71.9
Strongly agree	16	28.1	28.1	100.0
Total	57	100.0	100.0	

Train in generational preferences

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	3.5	3.5	3.5
Disagree	12	21.1	21.1	24.6
Neutral	27	47.4	47.4	71.9
Agree	12	21.1	21.1	93.0
Strongly agree	4	7.0	7.0	100.0
Total	57	100.0	100.0	

Coaching and mentoring

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.8	1.8	1.8
Neutral	10	17.5	17.5	19.3
Agree	33	57.9	57.9	77.2
Strongly agree	13	22.8	22.8	100.0
Total	57	100.0	100.0	

Operate from a sophisticated management style

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	7.0	7.0	7.0
Disagree	12	21.1	21.1	28.1
Neutral	26	45.6	45.6	73.7
Agree	11	19.3	19.3	93.0
Strongly agree	4	7.0	7.0	100.0
Total	57	100.0	100.0	

Treat employee like customer

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	11	19.3	19.3	19.3
Neutral	15	26.3	26.3	45.6
Agree	23	40.4	40.4	86.0
Strongly agree	8	14.0	14.0	100.0
Total	57	100.0	100.0	

Walk the talk

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	3.5	3.5	3.5
Neutral	8	14.0	14.0	17.5
Agree	19	33.3	33.3	50.9
Strongly agree	28	49.1	49.1	100.0
Total	57	100.0	100.0	

Provide information about each group's traits

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	5	8.8	8.8	8.8
Disagree	4	7.0	7.0	15.8
Neutral	28	49.1	49.1	64.9
Agree	15	26.3	26.3	91.2
Strongly agree	5	8.8	8.8	100.0
Total	57	100.0	100.0	

No longer "one size fits all"

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.8	1.8	1.8
Neutral	17	29.8	29.8	31.6
Agree	26	45.6	45.6	77.2
Strongly agree	13	22.8	22.8	100.0
Total	57	100.0	100.0	

Increase open line of communication...

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	7	12.3	12.3	12.3
Neutral	12	21.1	21.1	33.3
Agree	24	42.1	42.1	75.4
Strongly agree	14	24.6	24.6	100.0
Total	57	100.0	100.0	

Learn to value the difference...

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	1.8	1.8	1.8
Neutral	11	19.3	19.3	21.1
Agree	27	47.7	47.7	68.4
Strongly agree	18	31.6	31.6	100.0
Total	57	100.0	100.0	

T-Test**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BB inflexible for change	2.81	57	.99	.13
	X inflexible for change	2.12	57	1.17	.15
Pair 2	BB idealistic	2.68	57	1.05	.14
	X idealistic	3.42	57	1.03	.14
Pair 3	BB competitive	3.28	57	.88	.12
	X competitive	2.95	57	1.19	.16
Pair 4	BB question authority	2.19	57	.90	.12
	X question authority	3.86	57	.97	.13
Pair 5	BB involvement	3.23	57	.87	.11
	X involvement	2.82	57	1.09	.14
Pair 6	BB loyalty	4.02	57	.90	.12
	X loyalty	1.86	57	1.09	.14
Pair 7	BB value individuality	2.65	57	.95	.13
	X value individuality	3.82	57	1.07	.14
Pair 8	BB team orientation	3.07	57	.96	.13
	X team orientation	2.61	57	1.01	.13
Pair 9	BB personal gratification	3.18	57	.93	.12
	X personal gratification	3.93	57	1.05	.14
Pair 10	BB technology skills	2.63	57	1.03	.14
	X technology skills	3.77	57	1.15	.15
Pair 11	BB values diversity	2.51	57	.95	.13
	X values diversity	3.37	57	1.03	.14
Pair 12	BB entrepreneurial	2.88	57	.83	.11
	X entrepreneurial	3.07	57	1.27	.17
Pair 13	BB thinking globally	2.72	57	1.00	.13
	X thinking globally	3.19	57	1.11	.15
Pair 14	BB go getters	3.35	57	.94	.12
	X go getters	2.93	57	1.15	.15

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	BB ambitious	3.37	57	.92	.12
15	X ambitious	3.11	57	1.11	.15
Pair	BB team player	3.26	57	.92	.12
16	X team player	2.72	57	.98	.13
Pair	BB like challenging	3.14	57	.90	.12
17	X like challenging	3.42	57	1.03	.14
Pair	BB self-reliant	3.58	57	1.00	.13
18	X self-reliant	3.09	57	1.15	.15
Pair	BB balance of career, life & family	3.11	57	1.03	.14
19	X balance of career, life & family	3.25	57	1.31	.17
Pair	BB pragmatism	3.37	57	.79	.11
20	X pragmatism	2.68	57	.76	.10
Pair	BB workaholics	3.67	57	.95	.13
21	X workaholics	2.12	57	1.10	.15
Pair	BB too intense	2.82	57	1.14	.15
22	X too intense	2.74	57	1.03	.14
Pair	BB clueless about the future	1.91	57	.93	.12
23	X clueless about the future	3.00	57	1.21	.16
Pair	BB personal growth	2.96	57	1.00	.13
24	X personal growth	3.32	57	1.12	.15
Pair	BB commitment	3.84	57	.88	.12
25	X commitment	2.44	57	1.04	.14
Pair	BB respectful	3.74	57	.90	.12
26	X respectful	2.54	57	1.02	.13
Pair	BB slacker	1.88	57	.95	.13
27	X slacker	2.54	57	1.20	.16
Pair	BB whiner	2.05	57	.99	.13
28	X whiner	2.91	57	1.14	.15

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 29	BB aggressive X aggressive	2.91 3.14	57 57	1.01 1.04	.13 .14
Pair 30	BB work ethic X work ethic	3.88 2.61	57 57	.85 1.03	.11 .14
Pair 31	BB self-focused X self-focused	2.56 3.67	57 57	.96 .95	.13 .13
Pair 32	BB adaptable X adaptable	2.70 3.35	57 57	.89 .83	.12 .11
Pair 33	BB creative X creative	2.77 3.51	57 57	.89 .87	.12 .12

T-Test**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	BB inflexible for change & X inflexible for change	57	-.118	.381
Pair 2	BB idealistic & X idealistic	57	-.056	.679
Pair 3	BB competitive & X competitive	57	-.088	.515
Pair 4	BB question authority & X question authority	57	-.112	.407
Pair 5	BB involvement & X involvement	57	-.165	.219
Pair 6	BB loyalty & X loyalty	57	.057	.672
Pair 7	BB value individuality & X value individuality	57	-.271	.041
Pair 8	BB team orientation & X team orientation	57	-.228	.087
Pair 9	BB personal gratification & X personal gratification	57	-.244	.068
Pair 10	BB technology skills & X technology skills	57	-.540	.000
Pair 11	BB values diversity & X values diversity	57	.171	.204
Pair 12	BB entrepreneurial & X entrepreneurial	57	-.231	.084
Pair 13	BB thinking globally & X thinking globally	57	.454	.000
Pair 14	BB go getters & X go getters	57	.073	.588
Pair 15	BB ambitious & X ambitious	57	.084	.536
Pair 16	BB team player & X team player	57	.044	.745
Pair 17	BB like challenging & X like challenging	57	-.123	.363
Pair 18	BB self-reliant & X self-reliant	57	-.339	.010
Pair 19	BB balance of career, life & family & X balance of career, life & family	57	-.416	.001
Pair 20	BB pragmatism & X pragmatism	57	.048	.721
Pair 21	BB workaholics & X workaholics	57	-.165	.221
Pair 22	BB too intense & X too intense	57	.082	.543
Pair 23	BB clueless about the future & X clueless about the future	57	-.079	.558
Pair 24	BB personal growth & X personal growth	57	-.086	.527
Pair 25	BB commitment & X commitment	57	-.314	.017
Pair 26	BB respectful & X respectful	57	-.368	.005
Pair 27	BB slacker & X slacker	57	.186	.165
Pair 28	BB whiner & X whiner	57	.274	.039

Paired Samples Correlations

	N	Correlation	Sig.
Pair 29 BB aggressive & X aggressive	57	-.175	.192
Pair 30 BB work ethic & X work ethic	57	.129	.339
Pair 31 BB self-focused & X self-focused	57	-.104	.442
Pair 32 BB adaptable & X adaptable	57	-.218	.103
Pair 33 BB creative & X creative	57	-.009	.947

T-Test**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-taile)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	BB inflexible for change & X inflexible for change	.68	1.62	.21	.26	1.11	3.196	56	.002
Pair 2	BB idealistic & X idealistic	-.74	1.52	.20	-1.14	-.33	-3.665	56	.001
Pair 3	BB competitive & X competitive	.33	1.54	.20	-7.51E-02	.74	1.635	56	.108
Pair 4	BB question authority & X question authority	-1.67	1.39	.18	-2.04	-1.30	-9.033	56	.000
Pair 5	BB involvement & X involvement	.40	1.50	.20	5.95E-03	.80	2.033	56	.047
Pair 6	BB loyalty & X loyalty	2.16	1.37	.18	1.79	2.52	11.865	56	.000
Pair 7	BB value individuality & X value individuality	-1.18	1.62	.21	-1.60	-.75	-5.491	56	.000
Pair 8	BB team orientation & X team orientation	.46	1.55	.20	4.55E-02	.87	2.225	56	.030
Pair 9	BB personal gratification & X personal gratification	-.75	1.56	.21	-1.17	-.34	-3.647	56	.001
Pair 10	BB technology skills & X technology skills	-1.14	1.91	.25	-1.65	-.63	-4.501	56	.000
Pair 11	BB values diversity & X values diversity	-.86	1.27	.17	-1.20	-.52	-5.095	56	.000
Pair 12	BB entrepreneurial & X entrepreneurial	-.19	1.66	.22	-.63	.25	-.876	56	.385
Pair 13	BB thinking globally & X thinking globally	-.47	1.10	.15	-.77	-.18	-3.240	56	.002
Pair 14	BB go getters & X go getters	.42	1.43	.19	4.27E-02	.80	2.229	56	.030
Pair 15	BB ambitious & X ambitious	.26	1.38	.18	-.10	.63	1.437	56	.156
Pair 16	BB team player & X team player	.54	1.31	.17	.20	.89	3.134	56	.003
Pair 17	BB like challenging & X like challenging	-.28	1.45	.19	-.67	.10	-1.463	56	.149
Pair 18	BB self-reliant & X self-reliant	.49	1.76	.23	2.32E-02	.96	2.102	56	.040
Pair 19	BB balance of career, life & family & X balance of career, life & family	-.14	1.98	.26	-.66	.38	-.536	56	.594
Pair 20	BB pragmatism & X pragmatism	.68	1.07	.14	.40	.97	4.820	56	.000
Pair 21	BB workaholics & X workaholics	1.54	1.57	.21	1.13	1.96	7.421	56	.000

T-Test**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-taile)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 22	BB too intense & X too intense	8.77E-02	1.47	.19	-.30	.48	.451	56	.653
Pair 23	BB clueless about the future & X clueless about the future	-1.09	1.58	.21	-1.51	-.67	-5.183	56	.000
Pair 24	BB personal growth & X personal growth	-.35	1.56	.21	-.77	6.41E-02	-1.694	56	.096
Pair 25	BB commitment & X commitment	1.40	1.56	.21	.99	1.82	6.807	56	.000
Pair 26	BB respectful & X respectful	1.19	1.59	.21	.77	1.61	5.679	56	.000
Pair 27	BB slacker & X slacker	-.67	1.38	.18	-1.03	-.30	-3.647	56	.001
Pair 28	BB whiner & X whiner	-.86	1.29	.17	-1.20	-.52	-5.040	56	.000
Pair 29	BB aggressive & X aggressive	-.23	1.57	.21	-.64	.19	-1.097	56	.227
Pair 30	BB work ethic & X work ethic	1.26	1.25	.17	.93	1.59	7.649	56	.000
Pair 31	BB self-focused & X self-focused	-1.11	1.42	.19	-1.48	-.73	-5.865	56	.000
Pair 32	BB adaptable & X adaptable	-.65	1.34	.18	-1.01	-.29	-3.650	56	.001
Pair 33	BB creative & X creative	-.74	1.25	.17	-1.07	-.41	-4.462	56	.000

T-Test**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BB salary X salary	3.65 3.95	57 57	.74 .89	9.85E-02 .12
Pair 2	BB incentive X incentive	3.30 3.77	57 57	.80 1.04	.11 .14
Pair 3	BB reward X reward	3.37 3.81	57 57	.77 1.03	.10 .14
Pair 4	BB personal recognition X personal recognition	3.65 3.72	57 57	.94 .98	.12 .13
Pair 5	BB training X training	2.96 3.96	57 57	.91 .80	.12 .11
Pair 6	BB challenging work X challenging work	3.35 3.68	57 57	1.03 1.09	.14 .14
Pair 7	BB team building X team building	3.00 2.93	57 57	1.02 1.21	.13 .16
Pair 8	BB retirement plan X retirement plan	4.35 2.65	57 57	.79 1.26	.10 .17
Pair 9	BB benefits X benefits	4.26 3.39	57 57	.81 1.22	.11 .16

T-Test**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 BB salary & X salary	57	-.216	.107
Pair 2 BB incentive & X incentive	57	.040	.765
Pair 3 BB reward & X reward	57	.205	.127
Pair 4 BB personal recognition & X personal recognition	57	-.051	.706
Pair 5 BB training & X training	57	.244	.067
Pair 6 BB challenging work & X challenging work	57	-.091	.501
Pair 7 BB team building & X team building	57	.044	.748
Pair 8 BB retirement plan & X retirement plan	57	-.394	.002
Pair 9 BB benefits & X benefits	57	-.158	.240

T-Test**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-taile)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower Upper			
Pair 1	BB salary - X salary	-.30	1.28	.17	-.64 4.17E-02	-1.757	56	.084
Pair 2	BB incentive - X incentive	-.47	1.28	.17	-.81 -.13	-2.787	56	.007
Pair 3	BB reward - X reward	-.44	1.15	.15	-.74 -.13	-2.880	56	.006
Pair 4	BB personal recognition - X personal recognition	-7.02E-02	1.39	.18	-.44 .30	-.382	56	.704
Pair 5	BB training - X training	-1.00	1.05	.14	-1.28 -.72	-7.175	56	.000
Pair 6	BB challenging work - X challenging work	-.33	1.56	.21	-.75 8.12E-02	-1.611	56	.113
Pair 7	BB team building - X team building	7.02E-02	1.55	.20	-.34 .48	.343	56	.733
Pair 8	BB retirement plan - X retirement plan	1.70	1.73	.23	1.24 2.16	7.419	56	.000
Pair 9	BB benefits - X benefits	.88	1.57	.21	.46 1.29	4.217	56	.000