IDENTIFYING AND MANAGING DIVERSITY OF WORKFORCE

Robert D. Lawsson (MSc)

Abstract

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INTRODUCTION

The generation that a person is born within has some impact upon that individual in terms of work styles, work values and self-image. The demographic profile of the workforce is undergoing quite a change insofar as the representation of generations and the result is that organizations are experiencing a necessity to make changes as well. The workforce will become increasingly more diverse in the future and this greatly affects the organization in its capacity of hiring and retaining employees. The literature reviewed within this study illustrates the fact that the expectations of employees differ within the generations represented in today’s workforce and unless managers have a sound knowledge-base of the needs and expectations of the organization’s employees then keeping these employees motivated may prove to be quite difficult.

STATEMENT OF THE PROBLEM

The specific problem is the fact that as more and more members of the Generation X and the Millennial Generation move into the workforce a greater demand is created for the manager and the need to possess the knowledge that calculates the expectations and needs of all employees into the organizational management strategy. Following the events of September 11, 2001, many intelligence agencies have experienced a surge in hiring however; many of these employees have five (5) years experience or less. Furthermore, a recent intelligence agency report stated findings that employees coming to retirement age in the next five (5) years are expected to increase greatly. If the organizational effectiveness is to be maintained in this diverse workforce, the current corporate culture must evolve to satisfy those diverse values, attitudes and behaviors. (Harris, Moran & Moran, 2004) The organization that fails to address these issues will be the organization that faces human resource issues of critical import. The culture of the organization must experience rapid and substantial change if the human resource challenges are to be negotiated successfully and specifically demonstrated in employee retention, recruitment, development, and motivation. The organization that intends to remain competitive in global markets will be required to strive in order to become the ‘employer of choice’ which may accomplished by the company that gains the great commitment of the employee and through means of increasing ability to attract and retain the best talent.

PURPOSE

The purpose of this quantitative study is to measure the work values of the Generation X - (1961-1981) and Millennium Generation – (1982-2000) (Strauss & Howe, 1991) within the Intelligence Community in order to provide managers with tools to assist in managing and maintaining generational diverse work environment. An examination of the generational diversity workforce will be done by using a survey order to determine that key elements (i.e., dependent variables; multinational workforce skills, recruitment and retention, professional development,
benefits and rewards, cultural change, and best practices) are essential in managing a multi-generational workforce (i.e., independent variable). Only Generation X (1961-1981) and Millennial (1982-2000) who have been employed by an intelligence agency will be included in this research. The Silent Generation and the Baby Boomers were not included in the study because the emphasis of the research is placed on the younger more diverse work force.

Several research questions will be answered to achieve the stated purpose of this research. By applying statistical procedure of multivariate analysis of variance (MANOVA) to the Work Values Inventory (Super 1970) a measurement can be made of the null hypothesis showing the mean vector of 15 work values. Univariate tests of each variable were used to address the other research questions:

INSTRUMENT

The instrument chosen to measure the work values of Gen X and the Millennials was the Work Values Inventory (WWI: Super, 1970) and in Chapter 3 of this proposal for research. The founder, Donald Super, developed the WVI in 1951 as a part of the Career Pattern Study publishing the current in 1970. Although, this study was developed 1970, revision was made 1982, which allow it to be suitable for this research. The underlining objective of this inventory was to measure the goals, which motivated employees to work. In the process of this inventory, the question of value is critical. Eslinger (2000) noted that “a value was a desirable end or objective people seek in behavior and a work value was a goal directed need that influence a person’s choice in the vocation these individuals may pursue” (p. 53). The survey is based on a 15 sub-scale work values, which measures:

1. Creativity
2. Management
3. Achievement
4. Surroundings
5. Supervisory relations
6. Way of life
7. Security
8. Associates
9. Esthetics
10. Prestige
11. Independence
12. Variety
13. Economic return
14. Altruism; and

According to Murphy, Conoley, & Impara (1994) the Work Values Inventory is “designed to measure the values which are extrinsic to as well as those which are intrinsic in work” (p. 998). The survey is developed using a 5-point Likert style and is ranked by the participants as follows:

- 5 = Very Important
- 4 = Important
- 3 = Moderately Important
- 2 = Of Little Importance
- 1 = Unimportant

SIGNIFICANCE OF THE STUDY

The significance of this study is the information that will be added and knowledge gained by organizations in the employment of the Millennial and Generation X generations. This study will inform the organization as to necessary changes in structure and culture of organizations in gaining the talent of these generations and in retaining these individuals in the organization in the years to come. The findings of this study will serve to inform management not only in the area of direct management of tasks and projects but as well as to the use of specific information technology, learning styles, communication...
styles, workplace environment features and characteristics, supervision of employees whether direct, indirect and as well will inform the manager as to the best methods of supervision to use in relation to each specific generation in the workplace.

QUESTIONS OF THE RESEARCH

Research Question 1
Are there significant differences on Values by Generation (X vs. Millennium)?
H₀: There are not significant differences on Values by Generation.
H₁: There are significant differences on Values by Generation.

Research Question 2
Are there significant differences on Values by Gender (Male vs. Female)?
H₀: There are not significant differences on Values by Gender.
H₁: There are significant differences on Values by Gender.

Research Question 3
Are there significant differences on Values by SES (High vs. Low)?
H₀: There are not significant differences on Values by SES.
H₁: There are significant differences on Values by SES.

Research Question 4
Are there significant differences on Values by Ethnicity (you will need to create groups)?
H₀: There are not significant differences on Values by Ethnicity.
H₁: There are significant differences on Values by Ethnicity.

Research Question 5
Is there a significant relationship between the several value dimensions?
H₀: There are significant relationships among the value dimensions.
H₁: There are not significant relationships among the value dimensions.

DATA ANALYSIS

Research Question 1 will be analyzed through the conduction of a one-way MANOVA on the value dimensions by generation. Research Question 2 will be analyzed through conductions of a one-way MANOVA in order to look at the value dimensions based upon gender. Analysis of Research Question 3 will be through conduction of a one-way MANOVA in order to look at the value dimensions by SES. Research Question 4 will undergo analysis through conduction of a one-way MANOVA in order to look at the value dimensions based upon Ethnicity. In making an analysis of Research Question 5, a generic hypothesis will be used which states that significance differences exist on values by workforce Generation of the employee through conduction of Bivarite Pearson correlations.

THE WORK VALUES INVENTORY (WVI)

The Work Values Inventory (WVI) is used to assess the work values or preferences for characteristics of work of respondents in the survey. “Individuals tend to value different things when it comes to work (e.g., physical activity, autonomy).” (Sager, Iddekinge, and Russell, 2004) The Work-Values Inventory is: “…computerized assessment that yields an ordering of 28 work characteristics in terms how important these individuals would be in their ideal job, and distinguishes between important and unimportant characteristics (in an absolute sense). To make the rank ordering activity
easier, respondents are first asked to sort the 28 work characteristics into four categories of varying importance (A-D). For example, respondents place the seven most important work characteristics in Category A and the seven least important work characteristics in Category D. Respondents then rank order the importance of the work characteristics within each category.

After completing the rankings within each category, respondents are presented with the full list of 28 work characteristics in the order these individuals ranked these characteristics. Respondents are asked to review the list and to make a line through it such that the work characteristics important for the ideal job are above the line and the characteristics below the line are unimportant to have on the ideal job.” (Ibid) One purpose of the Work-Values Inventory survey is ‘Monitoring’ which is used to: “…assess the stage of career development or the career maturity of an individual or group. It can tell us about the individual’s readiness for choice rather than content of choice. Monitoring informs us of work-related factors such as work values, job satisfaction, and a wide variety of other measurable variables pertinent to work life.” (Ibid)

LITERATURE REVIEW

BACKGROUND

In the work “Final Environmental Scanning Trend Document” which was sponsored by the Washington State Workforce Education Council technology trends that are occurring include the adoption and adaptation to: “technological advances in three primary areas: development/training demand; information, technology roles and hiring; and in the general field of information technology.” (2006) Political trends are stated to include: “Projected demographic changes in the period 2005-2009 will require higher education to compete for government resources requested for corrections, medical assistance, long-term care and K-12 education.” (2006) Social, Values and Lifestyle trends are stated to include: (1) Generation Y (born between 1981 and 1995) members’ learning preferences include emphasizing teamwork, experiential activities, structure, and use of technology. The number of Gen Y students will increase over the next 3-5 years; and (2) Beginning in 2000, three unique generations in the workplace and community and technical college system are present. Each generation has very unique values, expectations, wants, needs, desires, etc. and these may clash in the workplace and classroom. This trend will continue over the next 3-5 years.” (2006) Trend 3 of this study is particularly important to note when giving consideration to the work values of the Millennial Generation.

TREND 3: The rapid development and demand for wireless multi-tasked compact personal life-style communication devices, providing connectivity services world-wide, will continue to accelerate academic, economic and technological challenges as well as opportunities, for educating our workforce in a highly competitive global marketplace. (Final Environmental Scanning Trend Document, 2006)

The stated rationale for this stated trend includes: (1) Mapping technology and an increasing availability of databases of place combine to create new applications for public use; (2) IT solutions are increasingly infused into the consumer market; (3) Phone service is moving to becoming internet based; (4) Voice and data access is available simultaneously via cell phone; (5) Radio frequency identification devices (RFID) are introduced to business schools; (6) Cell
phones are being used as hand held kiosks; (7) Cell phones are the ideal platform for computer-aided learning; (8) As voice, data and media technologies merge e-mail will become yesterday’s technology and instant messaging (IMing) will surpass e-mail by next year; (9) Text messaging between cell phones is growing rapidly; (10) Pocket PC’s combining cell phones and high-end PDA devices will include alternative communication choices, GPS and internet access; (11) Collective intelligence (i.e. Wiki as an information source, Wikipedia is the 26th busiest internet site) provides a free online encyclopedia in over 100 native languages, with articles written by users not experts; (12) Voice over Internet (VoIP) protocol is growing as the distinction between local and long distance is blurring; (13) Technology is leading to an increase in telecommuting as people working from home now outnumber mass transit commuters in 27 on the nation’s largest metropolitan centers; (14) As wireless becomes a viable option to fiber the distinction between wireless handsets (cell phones) and other lifestyle devices is blurring; and (15) Simultaneous real-time translations into a variety of languages is available as researchers have switched to using statistical analysis rather then computer languages, mapping one word to another utilizing the increases in computing speed, power and databases.” (Ibid, 2006)

Furthermore this work states that Information Technology will play a larger role in hiring. Trend 9 of the study states as follows:

**TREND 9:** The importance of information is driving the flattening of organizational structures where subject matter expertise is increasingly essential and this flattening is expected to increase in the future. (Final Environmental Scanning Trend Document, 2006)

Stated as rationale on which this is based is inclusive of: (1) “The innovation economy is driven by the availability of human capital; there will be a widespread supply-demand gap for workers at the moderate preparation level; (2) Proliferation of web and other technologies have enabled billions of new people into the marketplace, largely displacing the once predominate multi-national corporation; (3) As this convergence took place around 2000, business and individuals began to adopt new habits, skills, and processes to get the most out of it; (4) They moved from largely vertically structured (command and control) organizations to horizontal ones (connect and collaborate). This affects how communities define themselves and where businesses start and stop; and (5) Supply chain management has allowed small businesses that manage global logistics on their own to compete with the likes of Wal-Mart’s. Collaboration comes in multiple forms these days through technology in real time without regard for geography, distance, or even language. (Final Environmental Scanning Trend Document, 2006) Trend 6 of this same study is important for managers of organizations to understand.

**TREND 6:** In the next 3 – 5 years, the number of individuals working during their retirement years will increase. (Final Environmental Scanning Trend Document, 2006)

The rationale behind these stated trends includes the facts that:

1. The American style of retirement is about to change;
2. Four-fifths of baby boomers claim they expect to work in retirement;
3. The oldest baby boomers are pushing 60 and many of them have already begun a second career;
4. As of now, 31 percent of boomers have moved to a new line of work.


The work entitled: “Emerging Trends and Demographic Forces to Watch For in the Next Decade” states: “In the next decade, many large and small businesses will employ four, sometimes even five generations in the workplace. Workers from each generation bring different backgrounds, educations, and work life experience to the workplace. Organizations will need to be sensitive to these differences -- particularly in communication styles and the meanings of work - in order to help each generation maximize its contribution to the organization while facilitation communication and collaboration among cross-generational teams.” (Blanchard, nd)

Blanchard states that there are now more women in the workplace than ever before and in order for the organization to “…attract more women to the workplace, organizations will need to create more flexible work arrangements, such as flexible hours, telecommuting, and family leave, especially as demographic forces put a squeeze on the labor supply.” (nd) Blanchard further relates the fact that due to a large growth in the Hispanics population in the U.S. that the organization must plan for this demographic factor as well in the organization’s workforce. It is important to note the factors relating to Hispanic males, specifically in the study of Blanchard, Hispanic males in the state of California of whom the following facts are stated:

- Highest rate of male participation in labor force;
- Lowest use of public assistance;
- Highest rate of family formation;
- Spend twice as much on mortgages;
- 450,000 middle-class households in Los Angeles;
- 97 percent work in the private sector;
- 210,000 Latino-owned businesses;
- Buying power increases $1 billion every 6 weeks; and
- Reputation for brand loyalty (Data: David Hayes, Center for Study of Latino Health, University of California, Los Angeles, 1998 as cited in Blanchard, nd)

Demographic factors affecting organizations in the coming decade include the following: (1) An aging global population; (2) People living longer more productive lives; (3) The median age is up; (4) More retiring workers and not enough younger workers to fill the positions left vacant; (5) International migration which is expected to reach 17 million each year; (6) Baby Boomers in the U.S. retiring en masse would create a severe labor shortage; (7) Fewer individuals are graduating from college; (8) Students in the U.S. lag behind in academic scores; (9) Fewer individuals who are major in the sciences and mathematics field; (10) Developing countries are reaping the economic benefits of a population that is younger than that of the U.S.; and (11) Mexican workers in the U.S. are growing rapidly. Blanchard states: “A technological revolution is changing the world…” (nd) Stated as well is: “Advances in communication and information technology, such as the Internet, have fueled awareness of and access to information around the globe. Breakthroughs in biomedical engineering, such as stem cell research, promise to improve the quality and length of human life. Advances in materials technology and nanotechnology will produce
items and systems that are smaller, smarter, multifunctional, and environmentally safer and friendlier. However, this explosion of technology has its shortcomings. In the 1960s, futurists predicted that by the 1990s we would be working fewer than 25 hours per week, have a slower paced life, and enjoy more leisure time. Not so! Today, advanced technologies, such as voice mail, email, and text messaging, which were supposed to make work easier, are adding tremendous stress for the average worker. Some are working 24/7 to keep up with the technology.” (nd) According to Blanchard concerns of clients include the fear that the individual will not be able to: “...effectively interface and manage people with the new technology.” (nd) While the computer aids the individual in the tasks set out in the job the human side is still needed. According to Blanchard: “The frustration is in putting together a good knowledge management system that works not only for the organization but for the workers. The best database program in the world needs to be part of an employee’s job...” (nd) The challenge to leaders in the future will be formulating a plan that creates a “sense of community, spirit and values that will guide business decisions and practices influenced by technology.” (Blanchard, nd) The work of Jopling entitled: “Understanding Generations” states: “Generational differences are becoming easier to identify.” Generations are based upon ‘the range of birth years of a group of people. Generations can span many years, since people are individuals, not all members of a generation exhibit the same traits. Generational traits develop during the formative growth years of the generation.” (2004) The influences and experiences of a generation affects people in terms of their values and their attitudes throughout the entirety of their life. Jopling relates additionally that gaining knowledge about what “motivates the member of each generation and developing operational practices” can greatly assist the organization as the key to reaching a group goal is based in cooperation with a leaders that understands the group in order to assist the group in reaching its’ goals. Through understanding the values of the individuals and groups within the overall group of the organization, the leadership is able to place employees into their ‘comfort zones’ within the organization.” (2004) There are stated to be four ‘generations’ related in the work of Jopling (200) which are the generations of: (1) The Silent or Traditional Generation (1922-1945); (2) The Baby Boomer Generation (1946-1964); (3) Generation X (1965-1980); and (4) Generation Y (Why) /Millennial Generation (1981- present). The following chart relates the different influences of Generation X and the Millennial Generation while growing up.

**Different Influences in the Lives and World of Generation X and the Millennial Generation**

<table>
<thead>
<tr>
<th>Generation X (born 1965-1980)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Most popular names:</td>
<td>David, Michael, Jason, Jennifer, Lisa; beginning to use ethnic and heritage names.</td>
<td></td>
</tr>
<tr>
<td>Cost of living index:</td>
<td>A 1982 dollar would buy $1.90 worth of goods today.</td>
<td></td>
</tr>
<tr>
<td>Popular Toys:</td>
<td>Rubik’s Cube, Cabbage Patch Dolls, hand held video games, early TV video games, new Barbie, theme toys based on TV characters.</td>
<td></td>
</tr>
<tr>
<td>Entertainment:</td>
<td>Adventure movies, hero movies, happy endings making comeback, still pushing limits with TV and movie censors, MTV. Representation of family units changing in entertainment world.</td>
<td></td>
</tr>
<tr>
<td>World influences:</td>
<td>Space shuttle explosion, Berlin Wall comes down, fall of communism, Persian Gulf War, AIDS, wide use of computers and the Internet.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Most popular names:</th>
<th>Michael, Christopher, Jennifer, Ashley, Jessica, traditional names spelled in new ways, creative and ethnic names.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of living index:</td>
<td>A 1995 dollar would buy $1.58 worth of goods today.</td>
</tr>
<tr>
<td>Popular Toys:</td>
<td>TV game systems, video and computer games, skateboards, in-line skates, Barbies, toys that make little girls seem grown up, toys based on themes from TV and movies.</td>
</tr>
<tr>
<td>Entertainment:</td>
<td>Rebirth of Disney and family movies; teenage-specific movies; home video/DVD movies; children's classics re-released or remade. Rating system emphasized. Superstars in movies, like old Hollywood. Reality TV everywhere, with average people becoming household names.</td>
</tr>
<tr>
<td>World events:</td>
<td>Clinton impeachment trial, death of Princess Diana, scandals in the government, the Middle East wars, breakup of Soviet Union, terrorist attacks, war in Iraq</td>
</tr>
</tbody>
</table>

**COMMUNICATION STYLE DIFFERENCES**

Communication styles are different from one generation to another. Jopling (2004) states that: “Generation myopia is the mistake…” (Jopling, 2004) Jopling states that it is often a finding that when these generations all attempt collaboration that creativity arises and is a very positive experience more times than not. Communication styles are different and Jopling notes the following styles of communication:

- **Traditional generation** likes formal communication and tradition. Clear, concise messages are good, but short, curt messages may seem rude to these individuals. Mailed letters or face-to-face contacts work well. Phone calls are OK also. This group may even read a newsletter or a newspaper article. Many have e-mail and cell phones, especially those living in urban areas.
  - **Baby Boomers** like messages that explain clearly, what is happening without sounding like someone is controlling these individuals. These individuals like to be invited to share rather than watch, want their questions answered without too many conclusive, direct statements. respect letters, but get overwhelmed with mail so probably prefer e-mail, like phones and answering machines.
  - **Generation X** likes their messages in short, understandable bites. may not deal too well with letters because are not a writing generation. E-mail is perfect and chances are the members of this generation have it. Generation X likes places for feedback and want to feel a part of whatever asked to do. Informal communication style is preferred. These individuals use cell phones and depend on answering machines or voice mail. Furthermore these individuals may not read mailed newsletters, but these individuals may scan electronic ones.
  - **Generation Y (Why)** likes concise action words. Emphasize that whatever you ask these individuals to do is fun and worth their time. Humor can be used with this group to get a message across, but this group’s humor may not be understood by other generations. This group likes all senses to be stimulated with colors, movement, and music. These individuals want to respond quickly so e-mail is fine. Instant messages on computers are a communication choice of this group. Although these individuals are the youngest group, many have cell phones. Regular telephones are fine, too. Many in this group have never used a postage stamp.” (Jopling, 2004)
I. GENERATION X (1965-1980)

Generation X is a group comprised of those born between the years 1965 through 1976 in the US. Generation X is a small highly educated and widely diverse group of individuals with values that greatly differ from those of the massive Baby Boomer generation. These individuals have been overlooked and underestimated for a long time; but as the Baby Boomers retire, Generation X will be brought to the forefront of the workforce.” (Getting to Know Generation X, NASA Recruitment, nd) Stated to be one of the most notable features of Generation X is its size because it is small in number compared to the generations just before and just after. Generation X is comprised of 9.1 million people while the group just previous has 7.7 million members and Generation Y/Millennial is comprised of 73.5. The following chart shows the population by generation as stated in the 2005 US Census.

Figure 1 - Population by Generation

Source: 2005 US Census

Generation X members were labeled as “slackers” during their teenage years. The following chart illustrates the employment status of members of Generation X.

Figure 5 - Employment Status of Generation X

Source: 2005 US Census

Generation X is highly educated and in fact, Ansoorian writer of the work “Managing Generational Differences” states that approximately 60 percent of Generation X has at least some college education “making these individuals the best-educated generation in U.S. history.” (NAS, 2006) The following figure illustrates the educational attainment of Generation X.

Figure 2 - Education Attainment of Generation X

Source: 2005 US Census

The following chart illustrates the Diversity of Generation X.

Figure 4 - The Diversity of Generation X

Source: 2005 US Census
Generation X is comprised of “latchkey children who have had to fend for these individual selves on a regular basis all their lives. These individuals are highly adaptable…” which has assisted them in gaining their independence as well as causing development of more life experience at younger ages than other generations previously. This generation was the first “to be brought up in an ‘instant gratification’ society full of microwaves, ATMs, and remote controls. Generation X has the mentality of wanting to know what is in it personally for this generation. (NAS, 2005) This Generation is cynical in relation to employer-employee commitment after witnessing grandparents and parents loss of jobs after years of dedicated service to their employer. Corporations and hype are greatly distrusted by Generation X as well as is government control “of anything.” (NAS, 2006) The dedication of Generation X is toward that of their own profession instead of the company who employees them. Generation X puts their family before their jobs unlike the previous baby boomers who put their job first before event heir family. This generation of women is taking off time from work to have children and then returns to work demanding “flexible scheduling and work-from-home options.” (NAS, 2006) The website of a company should be well-designed and complete and the homepage should have clearly identified links to jobs, privacy issues should be clearly stated and receipt of resumes should provide confirmation. Avoid dead links and if a portion of the website is still being constructed clearly state the reason and when it is expected that construction will be complete. If Generation X has a difficult time navigating the website, interest in the company will be quickly lost. Positive branding of a company is extremely important because the perception of Generation X in relation to the image of the company “can make or break the deal. Generation X will use their technical skills and online resources to research a company. These individuals will check the company’s reputation on the Internet, with friends, message boards, Google and ask around through whatever means are feasible.” (NAS, 2006) Suggestions for job fairs include giving away free items such as pens, mugs, writing pads and so forth when a resume is received because “Generation X wants something tangible; these individuals want to know there is something in it for them. Plus, it is a great way to bring in branding – getting your logo out there is essential to your company’s success.” (NAS, 2006) Job advertisements to draw Generation X should be candid and accurate in terms of the expectations of the job. There should be no type used while highlighting the opportunities for learning skills that are marketable and for building relationships. (NAS, 2006; paraphrased).

The 2006 NAS report states that: “Employers need to literally woo Generation X, create an atmosphere that lets the individual know that these individuals are important to the company, and give them opportunities to meet and interact.” Retention of Generation X is suggested through use of the following ideas and benefits specifically in view of the members comprising Generation X.}

- Flexible schedules (key benefit for companies that can do it) or extra time-off or telecommuting;
- Continued learning and skill development – relevant training on cutting-edge technology
- Interesting work
- Sense of purpose
- Emphasis on accomplishments rather than tenure
- Minimal bureaucracy
- Casual business attire and atmosphere on a daily basis
• Constant feedback
• Recognition programs
• Open and honest communication between all levels of the organization
• Employee-friendly facilities – childcare, pleasant surroundings, on-site conveniences
• Diversity initiatives/training
• Appreciation and reward perks (monetary and non-monetary, recognition); and
• Retirement savings plan. (NAS, 2006)

Generation X desires exciting and enjoyable careers and values balance in their work and personal life. The author of “For Gen Xers, It’s Work to Live” Choa, states that “Generation X wants work to be only one component of a balanced portfolio of meaningful life experiences that include family, friends, fitness, and fun.” (NAS, 2006) It is the belief of Generation X that the best job security “lies in their ability to prepare for their next job.” (NAS, 2006) Development of additional skills and knowledge is of primary importance to members of Generation X making it critical that companies “provide opportunities for continued learning and skill development. Continued learning fulfills the ‘what’s in it for me’ mentality; it is something these individuals can take with them wherever the chips may fall.” (NAS, 2006) While pay that is decent is valued by Generation X this generation values other perks or benefits which improve life quality further, Generation X is “willing to trade less money for more freedom.” (NAS, 2006) Generation X values:

1. Feedback;
2. Communication; and
3. Recognition and value being part of the “decision-making process, teamwork, flexibility and being in a relaxed, comfortable environment.

Generation X will not find a rigid bureaucratic hierarchy welcoming.” (NAS, 2006) It is important to remember the Generation X is comprised of individual and the key in this generation is the identification of the factors that provide modification as these individuals want to enjoy their work, have time for their personal life and family and is a group that values education while being “quite cynical with respect to corporations.” (NAS, 2006) Coupland is a Canadian novelist and the individual who first coined the term ‘Generation X’ to describe his own generation. That which shaped the American family trends for Generation X include the following:

• Generation X members were born during one of the most blatantly anti-child phases in history.
• Generation X members were born into an era where their parents had the highest divorce rate in our history, the highest abortion rate, the highest dual income, and the most permissive parenting habits.
• Generation X members were viewed as intrusive obstacles to their parents’ self-exploration.
• Generation X members experienced 9/11 and “…terror on their streets.”
• Generation X members were the most unsupervised generation in our history. (NAS, 2000)
• The career trends have shown the Generation X member will have 10 to 12 jobs during their lifetime of employment and will stay an average of three years in each of these jobs.

Generation X member will have three to four different careers and created 70 percent of the 1990’s start-up companies. Generation X members leave jobs for the following reasons:
Limited career growth;
Lack of Promotion
Lack of regular feedback on work performance;
Low pay;
Poor treatment from managers;
Lack of recognition and stress; specifically stress from understaffing. (NAS, 2000)

Generation X member demonstrate the differences and attributes when compared with generations before them in the areas as follows:

More collaborative and independent
Less hierarchical
More altruistic
Good at dealing with change
More comfortable with women bosses
More skilled in management
More tech-savvy (the first real information-age generation)
Financially savvy
Candid in communication
Self-reliant
Rule-shy
Not intimidated by authority
Creative
Strive for real balance between work and private life
Desire workplaces that feel like communities. (NAS, 2000)

Common complaints of managers in relation to Generation X employees include that this generation:

Asks why;
Are unwilling to pay their dues;
Are unwilling to go the extra mile;
Are cynical and have a dim view of the world;
Are not committed
Don’t respect authority
These individuals ask why;
Are more interest in things other than their jobs;
Want things now. (NAS, 2000)

The work environment characteristics in view of Generation X employees are those as follows:

Fear-based management
Poor time management
Micromanagement
Politically based culture
Indirect Communication
Opinions and ideas ignored
Prevalence of lip service and not action
Failure to give feedback and regular performance reviews
Meaningless raises;
Insincere, gratuitous thanks you;
People thrown into jobs without training
Disorganized, cluttered or dirty workplace
Not telling the ‘whys’
Because I said so or similar attitudes
Unacceptable staff behavior overlooked (NAS, 2000)

Characteristics of the best work environment for Generation X employees are inclusive of the following:

Team-based management;
Diversity
Exploration
Experimentation
The idea is the power, not the person
Team and individual credit
Resume building” opportunities. (NAS, 2000)

The requests made by Generation X employees generally include that Generation X:

Wants to be appreciated;
Wants flexibility or a life beyond work
Wants to be part of a team;
Wants to be developed
Wants to be involved
Wants a light environment
Wants everyone to be genuine. (NAS, 2000)
The guidelines in communication among Generation X members is stated to include: (1) a belief in mutual respect, open communication, (2) support of the principle that it is possible to disagree respectfully and still meet the goals that have been set; (3) willingness to take responsibility for the quality and depth of communication; (4) assumptions are not made in knowing the intentions behind each other’s words or actions until we ask; (5) avoidance of the use of blame in deflecting responsibility for direct communication; (6) when disagreements occur the air is immediately cleared; (7) when communication occurs the issues, situations and tasks are the focus and not persons, observable behaviors and events and in specifics not in generalities; (8) if conflicts cannot be resolved among team players then this generation does not mind being mentored by a third party; (9) this generation is willing to forgive one another when imperfect communication results in misunderstanding or feelings being hurt; and (10) this generation holds one another accountable for these principles and guidelines. (NAS, 2000)

In a survey of 1,200 Generation X members of both the male and female gender, the authors of “The Next Revolution: What Generation X Women Want at Work and How Their Boomer Bosses Can Help Them Get It”, Charlotte and Laura Shelton state findings that “Generation X women have high expectations about work, yet do not define themselves solely by their jobs; want work to be only one component of “a balanced portfolio of meaningful life experiences.” also value “interesting work” and “opportunities for learning” as higher priorities than salary. In the coming environment of skilled-worker shortages and slow workforce growth, retention of Gen X employees will be a business priority” (Shelton and Shelton, 2006) Suggestions arising from the survey include those as follows:

- Allow flexibility in scheduling;
- Create a meaningful mentorship program;
- Provide opportunities to learn new skills on the job; and
- Have one-on-one meetings frequently to keep the lines of communication open (Ibid)

II. THE MILLENNIAL GENERATION (1981 – PRESENT)

Generation ‘Y’, Generation “why” and the Millennial Generation all refer to the group of individuals born 1981 to the present. This group firmly demands to understand the reason for everything that is occurring as well as the reason for doing anything that do. This generation does not easily impress over new technologies and are optimistic for the future while being realistic about the present day. This group has a good work ethic are very closely aligned to the Traditional Generation in view of their work ethics. Motivation for this generation comes from knowing why something is being done and rarely take blind orders easily. A challenge for this generation is developing patience.

The work of Pirie and Worcester entitled: “The Millennial Generation” states that most of those in the Millennial Generation have “spent virtually all their teenage years against a backdrop of economic boom and a rising stock market. have seen standards of living rise steadily but have not seen the same level of job security, which predecessors could look to. For the Millennial Generation the idea of a job for life belongs to the history books.” (Pirie and Worcester, nd) Pirie and Worcester state that approximately one third of this generation will complete their degree at a college or university and this will lead the majority of them to an average lifetime
income that is higher than mere average. This group is more brand conscious than those before them especially in clothing and shoes and while do not have the same disposable income levels as Generation X and the boomers this generation is “prepared to pay the high prices that the top brands command.” (nd)

This group enjoys the social scene of clubs and is the first Internet generation. This generation travels abroad frequently and has friends throughout the globe. This group is aware of their appearance and spends enough on cosmetics and personal hygiene to “have specific products introduced and marketed to their age group.” (Pirie and Worcester, nd) No choice in career stands out among this generation. While business and industry are the interest of 10% of this group, 5% expressed an interest in the financial sector inclusive of banking, accounting and insurance. 8% stated wanted to be a doctor or lawyer with % stating education as their choice. Public services work (nursing, social work, and police) was chosen by 12% (5% of males) while only 1% of this generation is interested in civil service and local government employment. The largest number of the Millennial Generation wants to work for “themselves”. (Pirie and Worcester, nd) The work of Christopher Knight entitled: “Strategies for Generation ‘X’ Leaders” states that the Millennial Generation is technologically savvy. (2000) The Practice Management Digest article entitled: “Generations: Dealing with Boomers, Gen-X, and Beyond” illustrates the following:

### WORKPLACE SUPPLY AND DEMAND TRENDS

Workplace supply and trends over the past twenty years include the following facts:

- In the 1990s, the number of younger workers declined by 14 percent.
- The growth rate of the U.S. labor force declined from 2.5 percent per year in 1965 to 0 percent in the late 1990s.
- In the U.S. today, someone turns 50 every 8 seconds (11,000 per day).
- By 2006, 80 million aging baby boomers will total one-third of the nation’s population.
- From 2010 to 2030, the portion of the U.S. population over age 65 will grow four times as much as it did in the last 80 years.
- There will be a 30 percent shortfall of younger workers—a shortfall that will persist for 40 years.

In a Bureau of National Affairs (BNA) survey of 1,550 human resources and employee relations executives, plus a random sample of 2,600 members of the Society for Human Resources Management (SHRM) states findings that: “…65 percent of the respondents see recruiting and hiring as the most critical human resource challenge and trend.” (BNA, nd) Stated to be
a consequence of the trends in demographics and the workplace, HR issues that will be ‘key’ in the future include the following:
• Cost Attraction and retention;
• Productivity;
• Culture;
• Innovation; and
• Competitiveness. (BNA, nd).

Companies listed in Fortune magazine’s top ten list of “America’s Most Admired Companies” (1999) had twice as many job applications per opening in the company than all the other companies combined in the Top 100 list. (BNA, nd) The work entitled: “The Millennial Generation: Recruiting, Retaining and Managing” states that the Millennial generation is “special, sheltered, and achieving.” (Today’s CPA, 2006) The parent’s of the Millennial generation set out determined to protect their offspring “from a hostile world with everything from zero-tolerance discipline policies in schools to “parental advisory’ stickers on video games and music CD’s with adult-themed lyrics. Their families, communities and institutions have sheltered Millennials. But also face tremendous pressure to achieve; feel pressure from parents to perform well in school, from their peers to contribute to the team, and for time in an overly scheduled life.” (Today’s CPA, 2006) Molly Epstein built upon the work of Strauss and Howe in a survey of more than 800 college students in order to gain confirmation of the characteristic of members of the Millennial Generation. Epstein received responses from both public and private institutions located in different geographic regions and from US. Students and students abroad. Questions were asked that were explorations into the student’s attitudes toward authority figures, in relation to their careers and in their preferred communication methods. In fact, most of the changes that an organization will need to make in their interactions with Millennials is in the area of communication with and development of “this promising group of employees.” (Epstein and Howe, 2006) More so than did generations before them, the Millennial employees “value and expect relationships with those in authority. Throughout their lives have developed relationships with authority figures. Those relationships have been more collegial and supportive than the ones previous generations had with authority figures. Therefore, Millennials desire relationships with those in authority in a workplace setting.” (Epstein and Howe, 2006, 2006)

In the survey when asked to either agree or disagree with the statement of “I prefer to develop personal relationships with my bosses.” 65% of those surveyed strongly agreed with only 7% disagreeing with this statement. When asked to agree or disagree with the statement of: ‘Authority figures should set and enforce rules” 68% of those surveyed strongly agreed with this statement. Millennials trust authority figures quite a bit more than Gen X before them. When asked to agree or disagree with the statement of: “I trust authority figures to act in my best interest” 62% of Millennials agreed while only 46% of Gen X respondent stated that agreed. (Epstein and Howe, 2006)

Epstein states findings that when Millennials need special treatment 58% of the Millennials agree in feeling comfortable approaching the boss and asking for this help. When asked whether these individuals prefer that the supervisors show an interest in them by asking about their activities and interests 61% of Millennials agree with this statement while 56% of Generation X members agree with this statement. Millennial employees are ‘eager to provide their opinions and contribute to your organization.” (Epstein and Howe, 2006) Furthermore, the Millennial employees
are comfortable in their interactions with superiors and value relationships with their superiors and are “often ideally placed to provide input and receive feedback. Because the Millennials value their own worth and are confident in their ability are likely to provide input their Gen X employees would not have had the confidence to express. The Millennial Generation agrees with the statement “I enjoy expressing my opinions to test and challenge the rules” than any other generation before agrees. It is stated that 60% of Millennials agree with the statement of: “When I feel I have been evaluated inaccurately, I feel comfortable approaching my boss to discuss.” When asked to agree or disagree with the statement “I prefer a structured environment with clear rules” 72% of Millennials agree.

**NEEDED CHANGES IN THE ORGANIZATION**

Needed changes are composed of “small changes or updates to a system you already have.” (Epstein and Howe, 2006) Members of the Millennial generation are stated to “embrace electronic communication in multiple formats – e-mail, websites intranets, blogs, text messages and podcasts. place high value on and enjoy ‘virtual’ or electronic relationships as evidence by the tremendous growth of sites such as Myspace and Friendster.” (Epstein and Howe, 2006) Suggestions include leveraging the value of electronic communication with the Millennials in the creation of formats that allow for better communication with the Millennial employees. This generation received a great deal of “guidance and direction” while were students and continue to look to receive this during their career. While all generations are known to respond well to mentoring it is particularly appealing to Millennial employees. It is stated that while more experienced employees share with newer and younger employees that “the transfer of tacit knowledge between current and new employees raises the group intelligence level in your organization and strengthens the overall communication.” (Today’s CPA, 2006)

Millennials are referred as “socially conscious and very action-oriented” and as a collection have achieved “measurable results”. (Epstein and Howe, 2006) Community outreach is the method suggested in giving the organization “an edge in both recruiting and retaining the best candidates. The Millennial enjoys volunteering during the workweek and receiving praise from the employer for their contribution and enables the Millennials to maintain a balance between their professional life and interests in humanitarian activities and concerns. Because grew up in environments that were “highly structured” (Ibid) Millennials “dislike ambiguity”. (Epstein and Howe, 2006) This group desires continued structure in employment and specifically like “defined routes of progress”. (Epstein and Howe, 2006) Hershatter states that: “Millennials have been protected and directed since childhood. The helmets these individuals have worn during every potentially dangerous physical activity are a great symbol of the early years.” (Epstein and Howe, 2006)

**CREATING STRUCTURE FOR MILLENNIALS**

Articulation of the following assist in the creation of this desired structured career path for Millennials:

1. **Ideal Skills Set** – These skills should be detailed as to the education and experience needed to succeed in each position. “Millennials are ready to work hard to achieve a skill set that enables
them to reach a goal – and ’re most focused when those steps are clearly established.” (Epstein and Howe, 2006)

2. **Timeline for Promotions** – Set realistic expectations by establishing a timeline for promotions. Driven and focused on goals, these employees may become frustrated without clear information about the amount of time spend in each position before are considered for a promotion.” (Epstein and Howe, 2006, 2006)

3. **Career Progression** – Because these individuals are goal-oriented, will flourish and work hardest when know are working toward a specific career direction or position. For example, will put in longs hours in an entry-level position if know that excelling in this job for one-year is a stepping stone.” (Epstein and Howe, 2006)

Other suggestions include accelerating the career development of the Millennials “by providing these individuals with ample opportunities to gain experience and exposure to different areas within your firm or company. are curious and want to understand all aspects of your business.” (Epstein and Howe, 2006) It is additionally suggested that the organization assist in development of leadership skills in the Millennials through placing responsibility upon them in managing a small portion of a large project. (Epstein and Howe, 2006; paraphrased) Because were provided with so much in the way of information feedback as to their performance in the Information Age in which grew up, this generation values and expects feedback and frequently This group values clear communication about their performance and even appreciate negative feedback which generally will cause them to “make immediate changes to behaviors or performances that are substandard.” (Epstein and Howe, 2006)

One Millennial Generation employee is noted as having stated preference of knowing the area in which employee performance was considered poor allowing the individual a change to correct it. “I’d rather know I’m doing poorly now, so that I can correct it now”. (Epstein and Howe, 2006) The reason? The employee stated: “The worst thing that can happen is to lose opportunities…” because the individual didn’t have the information to assist in changing…” (Epstein and Howe, 2006) Because these employees value feedback and are comfortable providing feedback this may be leveraged with the use of “360-degree performance evaluations in which every employee receives evaluations from superiors, peers and subordinates. The Millennials are stated to be: “…sociable, optimistic, talented, well-educated, collaborative, open-minded, influential, and achievement-oriented.” (Raines, 2002) These individuals have always “felt sought-after, needed, indispensable.” (Raines, 2002) It is pointed out that the Millennials, just now entering the workforce, have employers “scrambling to find out everything can…” about these employees. (Raines, 2002)

It is stated that Generation Xers complain that the Millennials are “self-absorbed and Pollyanna-ish” like the Baby Boomers generation while the Millennials claim that Generation Xers are “cynical and aloof- that throw a wet blanked on fresh ideas and idealism.” (Raines, 2002) The messages that Millennials were “bombarded” with were a set of messages stated to be “consistent and compelling” and “imbedded in the culture”. The messages include being told that these individuals are special and this is evidenced in their having been catered to. This generation is inclusive and was taught to be tolerant of other races, religions and sexual orientation. This generation is interdependent on families, friends and teachers. This is a group whose parents hired
someone to check into and line up the right college. This group is community oriented with 50% stating that volunteered in their community.

The work of Raines (2002) states that Millennial characteristics include: (1) confidence; (2) hopefulness; (3) achievement oriented; (4) civic-minded; and (5) inclusive. Raines (2002) states that Federal reports reveal Millennials to be “healthier and more economically secure” than any generation before them. Furthermore, are conservation in relation to drinking and driving. Sixteen percent of this generation grew up in poverty and while there are portions of all generations that this is true of the portion of Millennials growing up in poverty is disproportionate among this group. A digital divide is stated by Raines (2002) to exist in this generation due to the disproportionate number of members in this generation having grown up in poverty. However, within this generation is a group of individuals who have grown up with a consistent and free access to the computer both at home and at school and even within the community. It is stated in the work of Raines (2002) that “Companies like Microsoft who have donated literally millions of dollars to community programs that make computers available to low-income children are leading the way. Internships, mentoring, and training programs make a big difference. In the true spirit of diversity, forward-thinking companies will reach out to young new employees who’ve grown up without the benefit of the best our society has to offer—but who want to create challenging, satisfying, meaningful work lives for themselves.

**SIX PRINCIPLES OF MILLENNIAL MANAGEMENT**

Stated to be ‘Six Principles of Millennial Management” are those as follows:

- This generation wants someone else to lead. This generation has grown up with structure and supervision, with parents who were role models.
- This generation wants to be challenged.
- This generation wants to work with friends
- This generation wants to have fun at work.
- This generation wants respect;
- This generation wants flexibility in the workplace.

**INTERNAL CUSTOMER SERVICE**

Internal customer service is reviewed in the work of Raines (2002) who states the fact that for some time now companies have “given lip service to ‘internal customer service’.” What this means is providing the treatment for employees as the treatment reserved for customers. However, according to Raines (2002) “In most companies the idea hasn’t been put into practice. The Millennial workforce will cause us to make internal customer service a way of doing business.” (Raines, 2002) In terms of ‘internal customer service’ Raines states that companies need to ask the following questions:

- Where the organization’s employees tend to come from?
- How can the organization attract employees?
- What kind of experience and environment are employees seeking?
- How will the organization retain the employees that it gains?
- What kind of perks can the organization offer to retain employees?
- How can the organization reward employee’s loyalty? (Raines, 2002)
**DO’S AND DON’T FOR COMPANIES HIRING MILLENNIALS**

Raines (2002) states that companies hiring Millennials should be prepared for:
1. High expectations; and
2. Possible involvement of parents.

Companies are advised not to:
1. Expect the Millennial Generation to pay dues?
2. Throw a web blanket on the Millennial Generation’s enthusiasm. (Raines, 2002)

Companies are alternatively advised to:
1. Encourage the Millennials;
2. Mentor the Millennials; and
3. Learn from Millennials. (Raines, 2002)

Stated by Raines (2002) are the following “Three Cool Ideas for Managing Millennials”:
1. “Design office space so that Millennials are set up physically to share ideas.
2. Consider assigning projects to groups of employees that will be evaluated as a group for reaching a goal.
3. Set up a reverse mentoring program. Companies from Procter and Gamble to Siemens have set up tutoring for middle-aged executives. Young newcomers help the executives navigate the Net. Jack Welch of General Electric fame says that “e-business knowledge is usually inversely proportional to age and rank.” GE matched 1,000 managers and 1,000 young employees. Even though the younger cohort had just joined the firm, tended to understand new technologies better than GE’s finest.” (Raines, 2002)

The desire of Millennials in relation to their jobs includes:
- Working with positive people;
- Being challenged
- Being treated respectfully
- Learn new knowledge and skills;
- Work in a friendly environment;
- Have flexible schedules;
- Be well-paid. (Raines, 2002)

Raines (2002) states that organizations go wrong with Millennial Generation employees by:
- Failing to meet the high expectations;
- Discounting ideas due to lack of experience;
- Allowing negativity;
- Feeling threatened by technical know-how;

The Millennial Generation prefers to learn in a spirit of teamwork, through use of technology and in a structured environment. Learning should provide entertainment, excitement, and experiential activities. (Raines, 2002) The Millennial Generation prefers communications to be of the nature of:
- positive communication;
- respectful communication;
- respectable communication;
- motivational communication;
- electronic communication; and
- Goal-focused communication. (Raines, 2002)

Brandweek News reported in June 2006 in the report entitled: “Magid: Millennial Generation Imperative for Media Business” that ‘Researcher Brent Magid says no other group of consumers have as profound an impact on the media business over the next 10 years.” Magid informed both promotion and marketing executives that it is imperative that find a way to get messages across to this generation of workers. (Consoli, 2006) Success in marketing products is much akin to the success of the organization in
attracting the talent among the Millennials. Magid states that the organization: “…must pay attention to this group, which gets much of its information from word-of-mouth or from social networking sites on the Internet.” (Consoli, 2006) Stated as well is that Magid holds that television on-air promotional messages specifically stations and networks in an important venue in which to target Millennials.

According to Bod Liodice, president and CEO of the Association of National Advertisers: “…the most successful companies will be those that continually reinvent ways in which build the organization’s brand and use integrated marketing, find ways to make the marketing results more accountable, and recreate their internal marketing teams “so that every individual has a stake in the success” of the campaigns.” (Consoli, 2006) It is stated in the work of Reith that: “Important influences on the communications styles of Millennials include diversity, the parents of this generations, educational trends and challenges, psychological issues, technology and last but not least popular culture. (Strauss and Howe, 2000; as cited in Reith, nd) The society in which the Millennials have developed within is one that is characterized by diversity and multiculturalism “where barriers of race tend to be disappearing.” (Reith, nd) This broad range both in terms of their global and cultural views is “reflected in all areas of the lives of these individuals, public as well as private.” (Reith, nd) Reith relates that in a 2001 Lifestyle and Media Monitor poll approximately 50% of students believe it is possible that there will be an African-American US president in the next two decades while approximately 58% express the belief that there will be a female president. (Fields, Manning and Roberts, 2001; as cited in Reith, nd) Reith states that the parents of the Millennial generation aver

“very involved in” and “very protective” in their children’s lives. Reith additionally notes the enactment of child protection policies since 1982 to include harsher punishment of those committing child offenses, structure child restraint/helmet laws, stricter vaccine and child health protocols, curfews in urban areas, V-Chips for television, ratings on new movies and video releases.” (Reith, nd)

The work of Strauss and Howe (2000) cited by Reith holds that due to all of the planning and attention toward the lives and well-being of the Millennials that have developed a health self-confidence and feeling of being safe. (Reith, nd; paraphrased) Reith notes that there are contributing psychological issues among this generation due to the large proportion (60%) of divorce among the parents of this generation but also the blended families in its influence on the development of personal identify. Furthermore, Reith states the issue of “the rapidly increasing use of psychotropic pharmaceuticals at a very young age. Many Millennials have been using this type of medication for years, and the long-term effects have yet to be determined. (Benton, Robertson, Tseng, Newton and Benton, 2003).” (Reith, nd) Reith stresses greatly the impact that the Internet has upon the interaction and communication among this generation. Reith states that due to the “prevalent use of technology…Millennials will process information differently, approach academic research differently, and engage in cyber-relationships…” (Shaw and Grant, 2002; in Reith, nd) The work of Emily Rogers entitled: “Supervising Millennial Workers” states the following categories and the facts within each of these categories:

**Work expectations**

1. Fun environment and a connection to work.”
2. This generation is more selective about accepting and keeping a job.
3. If this generation doesn’t enjoy work and feel a connection to work this generation will find other employment.
4. This generation wants to work with other;
5. This generation expects to have more group projects;
6. This generation dislikes working in areas alone.

Communication Tools

1. This generation is good at asking questions and offering opinions so allow time and space for feedback to be given.
2. Newsletters and email do not work
3. Require meeting once a month; and
4. The suggestion given is setting up an online meeting.

Personal Attention

1. Flexibility;
2. Have many commitments and expect to work the job around the personal life; and
3. Have a voice in decisions

Value

1. Need projects viewed as worthwhile
2. Wants to own the project;
3. Wants extra training and support;
4. Expect more support in the job because of having grown up with many coaches, tutors, and mentors;

Structure and Detail

1. What to do
2. How to do it
3. When to do it; and
4. Where to do it.

Provide individual time

Set aside time in your schedule to talk to these individuals one by one periodically.

Provide Many Details

1. This generation tends to take things very literally so be detailed in how you want tasks done.
2. Allow peer to peer training or working in groups when possible
3. Assign this generation to project that this generation can feel ownership in.
4. This generation does not want to only be given a position of a project and then have someone else finish it. This generation wants to do the entire project.

Use of technology

Because this generation is so comfortable with technology the manager must incorporate this into the training. The stated example is to set up an online training course.

Praise

1. Acknowledge when this generation has finished a project or done a good job with a task;
2. Find ways to make work fun
3. Scavenger hunts;
4. Group worksheets; and
5. Prize box for times when something extraordinary has been accomplished.

*Changes Millennials bring to the workplace*

- Schedules: this generation is used to being tightly scheduled and have a hard time with open blocks of time;
- Need for flexibility: this generation generally has multiple jobs, committees and extra-curricular commitments;
- Parental involvement includes involvement in:
  i. Setting up interviews,
  ii. Following up on interviews; and
  iii. Arranging schedules and absence
- Attention: this generation is not aware that a need for attention takes away from productivity;
- Blurring lines of class, work and personal lives: Too much personal info in the workplace
- High Stress Levels: This generation needs to vent stress or otherwise become unable to function at work.

Millennials require more supervision “up front” however, function “fairly well without supervision once trained”. (Rogers, nd) In the work entitled: “Intergenerational Diversity” (nd) listed as the: (1) events; (2) values and (3) Motivators of both Generation X and the Millennial Generation. In the work entitled: “Neckties to Nose Rings: Earning the Trust of a Multi-generational Workforce” it is related that the workforce is changing and that employers who wish to hire and retain talent in the workforce must be prepared to make changes. Stated is the fact that “the future implications of demographics are many. It means employers will need to recruit and embrace” (Tyler, 2002) a larger range of workers than ever before. In another report it is related that The Gates Corporation is “one of the world’s largest manufacturers of automotive and industrial products, systems and components.” Gates operates with sales and marketing throughout each majority market (industrial and automotive) including North America, Europe, Asia, Australia, and South America. The mother corporation of Gates is the Industrial and Automotive Group of Tompkins place, employing more than 40,000 worldwide with its headquarters in London. Gates has a history of strong traditions with a culture that was established in 1911. Honor, character, and hard work are valued by the Gates Corporation and this fact is just as true with the new generation workforce therefore, Gates determined that the company culture would have to make certain adjustments if sustained their workforce. Efforts were identified as needing to be focused on what was a state of ineffective recruiting and interviewing.” (Marston Communications, nd)

The following are stated in the Marston Communications report:

1. Recruiters determined that the description of the Gates culture, a strong focus of the current interviewing process, was scaring away the younger recruits as many assumed that working for Gates could be neither engaging nor enjoyable, regardless of stability and security.
2. Recruiters further realized that the interview process was not uncovering the right information about a candidate’s cultural fit, even when qualified candidates were identified.” (Marston Communications, nd)

The assessment of guidelines for interviews that were formulated “from a generational perspective” was conducted by Cam Marston. Marston made a “detailed assessment of interviewing. During a half-day session with the Gates Interview Guidelines Committee, Cam measured the current interview process against the common
biases of the two youngest generations – Generation X and Millennials – and evaluated the appropriateness of this format for this generation of Gates employee. During the session, the Committee also gained a new understanding of what makes these younger generations tick, and how to appeal to the unique sense of loyalty and initiative...” of these generations. (Marston, nd) After receiving the results the Gates Interview Guidelines Committee added new questions, altered existing questions and adjusted the candidate screening process to make it a bit less intimidating.” (Marston Communications, 2002) More time is now spent in walking around the physical structure and meeting the current team. It is stated that this “newfound awareness is far reaching as managers are challenged to create new opportunities for younger employees to contribute to cultural business growth at Gates.” (Marston Communications, nd)

In the work entitled: “Scenes from the Culture Clash” related is that ‘Beverly Hills psychiatrist’s office is an unlikely triage center for the mash-up of generations in the workforce.” (Sacks, 2006) The story relates that when a salesman didn’t receive an expected yearly bonus and was informed by the boss that first the individuals should work on personal weaknesses in the job the employee related this to the parents of the employee. The parents left many messages for the employer. This story relates the patients of “Sophy” a psychiatrist and the many HR individuals who are seen due to being traumatized by the youngest workers in the workforce and the worker’s parents. The story states: “Millennials aren’t interested in the financial success that drove the boomers or the independence that has marked the gen-Xers, but in careers that are personalized. want educational opportunities in China and a chance to work in the companies’ R&D departments for six months. “have no expectation that the first place work will at all be related to the individual’s career, so these individuals are willing to move around until a place is found to the individual’s liking.” (Sacks, 2006; paraphrased) The over-involvement of the parents of these employees has caused these individuals to be “coddled and pumped up to believe” that these individuals can achieve anything whatsoever. It is held that the thought patterns of these individuals have been changed due to “immersion in PCs, video games, email, the Internet and cell phones.” (Ibid) Furthermore it is held that these things have changed how these individual’s brains “developed physiologically.” (Sacks, 2006) This generation wants feedback “...daily, not annually”. (Sacks, 2006) Furthermore this generation is “...fearless and blunt.” (Sacks, 2006) The Millennial Generation is “…infuriated by busywork, doesn’t have time to be intimidated; and permanently plugged in and juggling.” (Sacks, 2006; paraphrased) Even if these individuals might be constantly playing video games or on the cell phone while completing work it is the belief of this generation that if the job gets done and well then it is just fine. They believe that: “If the results aren’t great, then fine, but if not, who cares how it gets done?” (Sacks, 2006)

According to Joseph Gibbons, research director at the FutureWork Institute: “It’s not a case of when this generation grows up, that this generation will see the world differently...These values don’t change over time. So if companies want to attract, retain, manage, and motivate the next generation of workers, the organizations are going to have to adapt.” (Sacks, 2006) It is pointed out that over the next two and one-half decades that 80 million boomers will be retirement age and with only 46 million members in Generation X the Millennials will be the dominant workforce...
for approximately 70 years. Related as well is the company ‘Womble Carlyle’ with an established incentive structure that is non-operable with the Millennial generation and furthermore this company’s culture doesn’t work. Stated is: “Young lawyers were once willing to sacrifice the next 10 years of life chained to a desk in the law library, working 100-hour weeks, for the chance to make partner. But increasingly, law-school grads want work-life balance, flexible schedules, and philanthropic work, and couldn’t care less about partnership. “The older lawyers think the younger lawyers are lazy,” says Kristin Carretta, director of professional development at Womble Carlyle. Womble Carlyle can’t afford to think that way. Top-tier firms all compete for the same elite law-school grads, and Carretta says that it costs firms $400,000 to lose an associate. So this October, Womble formalized a part-time track, in which attorneys can work with supervisors to shape personalized schedules. Carretta tells the group that so far two lawyers have decided to pursue it—but not without lingering resentment from the top. “I think the struggle going forward is opening the eyes of the other generations that it’s okay to have a different type of law employee,” she says.” (Sacks, 2006)

Another company in on these changes is Marriott International specifically change have been made in the training approach “in recognition of Millennials’ multisensory, rapid-fire style of information consumption, “ have exacerbated the need for brevity--on-demand, short sound bites,” says Michelle Lapierre, a baby boomer who helps run Marriott’s global salesforce of 415 people across 70 countries. Lapierre is now developing bite-size “edutainment” training podcasts so workers can download information to their cell phones, laptops, and iPods as need it.” (Sacks, 2006)

Also related is General Mills’ bakeries and food service division director, Sheila Gallagher who “knew last summer that she’d soon be hiring a batch of fresh college grads. So the 18-year veteran of the company rethought her management style. To address desire for a lot of feedback, Gallagher decided to connect this generation with senior staff, including herself. When Gallagher hired Frank Brodie, 22, as a marketing associate, Gallagher made sure to devote time to building a relationship with him, and paired Brodie with a sales manager to act as a mentor. Brodie also joined the company’s “newcomers club,” where General Mills’ youngest employees can socialize with its oldest. Her team was also prepared last September when Brodie, then a grizzled veteran of four weeks, sprang a surprise. The employee had an idea to sell Totino’s Pizza Rolls to restaurants that were trying to reach folks just like the employee. Huge opportunity, Brodie figured, and it was backed up with market data research relating to prices, and emerging restaurant trends. While sitting in the audience at a four-
day marketing and sales meeting, Brodie decided there was no better time to pitch the plan. Between sessions, Brodie took the idea to Gallagher. Because Brodie had facts behind him and a new spin on an old idea, Gallagher opted to bend the rules and let the employee present the idea to the sales team so the team could decide. The following morning, Brodie ran out to the supermarket, whipped up 200 pizza rolls, and made his pitch between tightly scheduled sessions. “General Mills is a fairly hierarchical organization,” Gallagher admits. “But being flexible is really key. It ended up inspiring a lot of enthusiasm on the team.” The sales managers are now actively pitching pizza rolls to fast-food chains and sub shops, and Brodie, still glowing from his triumph, has learned that when he does his homework, ideas are respected regardless of the lack of title and that is what the organization wants from its employees according to Brodie: “A chance to learn, to be challenged, to be taken seriously.” (Sacks, 2006)

The Millennial Generation is causing a stir all the way around as this generation is “difficult to reach and understand”. (Gerarci, nd) Millennials have gained the attention of all sector of business. Gerarci specifically reports from a retail point of view. While Generation X was one of individuals were “individualistic, untrusting and pessimistic” and in all truth lived in a “parent-centric world” which meant that “marketing to children was really accomplished by marketing to their mom.” (Gerarci, nd) This has changed with Millennials “born during the longest economic boom in history.” (Gerarci, nd) This group has gained “tremendous economic power” and is a group that is part of a collaborative formed by kids and their parents in “decision-making units, and work together to make shopping decisions in a complex way. Marketers who want to be successful with youth must also be successful with the parents of these youth. “Retailers must not only engage today’s young consumers but also guide these individuals to intelligent buying decisions that their parents will approve of.” (Gerarci, nd) Again, the involvement of parents in the lives of the Millennial Generation is stressed. Colleges and schools have also noted the changes that are occurring to accommodate and attract the Millennial Generation. The work of Crawley and Crane (nd) states that schools are asking the question of: “How can the school build on its’ history and remain true to its’ founding missions while competing successfully in this changing market? The answer is through brand transformation – the process of identifying, embracing, and articulating your historic mission to have an impact in a new marketplace.” (Crawley and Crane, nd) These authors hold that: “When it comes to marketing and communicating to prospective and current parents, using the “mass market” approach won’t always work. Baby Boomer and GenX parents don’t always see the world the same way. (nd) It is related that parents of the Millennials or: “Gen X parents, often exasperating hoverers, are claiming center stage at boarding schools. Research documents this generation’s skepticism, sacrifices, and demanding expectations of these parents. To forge workable patterns of communication with this new generation of parents, start early—in your branding, recruitment, and campus-wide awareness—and then follow through in the curriculum and fund raising.” (Crawley and Crane, nd)

The work entitled: “Workforce Trends, Workplace Issues” (2006) states that several recent case studies have revealed that the view of Generation X employees about work is that it is “secondary” to the personal lives of these employees. In fact, when a good balance is maintained between
personal life and work “Generation X employees are more productive (making business more profitable) and more likely to be retained (saving the expense of recruiting and training replacements).” (Ibid) The Emerging Workforce study published by Spherion Corporation states that 60% of all workers of all ages rate time and flexibility as very important factors in retention. Yet only 35% of employers feel the same way, and the percentage of full-time wage and salary workers on flexible schedules declined from 28.6% to 27.5% between 2001 and 2004 according to the U.S. Department of Labor.” (Ibid)

The Millennial Generation wants flexible scheduling in employment and personalized careers. This generation is not interested particularly in the stability that the traditionalists cherished, nor is this generation interested in the financial success so sought after by the boomer generation. Furthermore, the Millennial generation is not driven by the same independence of the Generation X members. It is stated that “Millennials appear to be ideal workforce, combining a strong work ethic with personal confidence and technological savvy but need far more supervision and structure than their Gen X predecessors. Further this generation will be looking for more mentoring and one-on-one attention, and employers and supervisors will have to create a clear picture of expectations and outcomes.” (Ibid) The following chart labeled Figure 7 and Figure 8 illustrate the Events, Values and Motivators of Generation X and the Millennial Generation Members.

**Figure 7 - Events, Values and Motivators – Generation X**

<table>
<thead>
<tr>
<th>Events</th>
<th>Values</th>
<th>Motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assassinations</td>
<td>Political cynicism and apathy</td>
<td>Work-life balance</td>
</tr>
<tr>
<td>Vietnam and POW's</td>
<td>Question authority</td>
<td>Telecommuting</td>
</tr>
<tr>
<td>Lunar Landing</td>
<td>Feminism</td>
<td>Aren't attracted by the promise of a rosy future</td>
</tr>
<tr>
<td>Oil Crisis</td>
<td>Challenge traditional roles and values</td>
<td>Customized</td>
</tr>
<tr>
<td>Munich Olympic Games</td>
<td>Global leadership</td>
<td>Flexibility</td>
</tr>
<tr>
<td>Sexual Revolution</td>
<td>Entitlement of rights</td>
<td>Immediate feedback</td>
</tr>
<tr>
<td>MTV</td>
<td>Make it work for me</td>
<td>Skill building</td>
</tr>
<tr>
<td>Disco</td>
<td>Convenience</td>
<td>Resist hierarchy</td>
</tr>
<tr>
<td>CNN</td>
<td>Innovation</td>
<td>Cross-training</td>
</tr>
<tr>
<td>Downsizing</td>
<td>Embrace Change</td>
<td>Doubt the wisdom of authority</td>
</tr>
<tr>
<td>Roe vs. Wade</td>
<td>Disposable Consumption</td>
<td>Dynamic work environment and mission</td>
</tr>
<tr>
<td>Computers</td>
<td>Lifestyle comes first - balance</td>
<td>Time off</td>
</tr>
<tr>
<td>Civil Rights legislation</td>
<td>Don't care what others think</td>
<td>Stock options</td>
</tr>
<tr>
<td>Iran Hostage Crisis</td>
<td>Prefer to work alone, not in teams</td>
<td>Highly adapted to an environment that is unstable, without clear lines of authority</td>
</tr>
<tr>
<td>Cable TV</td>
<td>Techno literacy</td>
<td>Less oversight–more empowerment</td>
</tr>
<tr>
<td>VCRs</td>
<td>Task and result oriented</td>
<td>Software and hardware</td>
</tr>
<tr>
<td>Fax Machines</td>
<td>Job focused</td>
<td>Lack of rules</td>
</tr>
<tr>
<td>Microwaves</td>
<td>Straightforward</td>
<td>Not corporate - informal</td>
</tr>
<tr>
<td>Pagers</td>
<td>Self-reliant</td>
<td></td>
</tr>
<tr>
<td>Cell Phones</td>
<td>Skeptics</td>
<td></td>
</tr>
<tr>
<td>Palm Pilots</td>
<td>Diversity</td>
<td></td>
</tr>
<tr>
<td>Personal Computer</td>
<td>Informality</td>
<td></td>
</tr>
</tbody>
</table>

Source: Intergenerational Diversity (nd)
Figure 8 - Events, Values and Motivators – Millennial Generation

<table>
<thead>
<tr>
<th>Events</th>
<th>Values</th>
<th>Motivators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbine</td>
<td>Stopping Violence</td>
<td>Time Off</td>
</tr>
<tr>
<td>Oklahoma City</td>
<td>Sense of civic duty</td>
<td>Portable Skills</td>
</tr>
<tr>
<td>Random violence</td>
<td>Self-confidence</td>
<td>Meeting own goals</td>
</tr>
<tr>
<td>Clinton-Lewinsky</td>
<td>Tolerance</td>
<td>Loyalty to self</td>
</tr>
<tr>
<td>Computers/technology</td>
<td>Technically savvy</td>
<td>Flex Time</td>
</tr>
<tr>
<td>The Internet</td>
<td>Lifestyle first</td>
<td>Personal Safety</td>
</tr>
<tr>
<td>Talk shows with no limits</td>
<td>Live with parents</td>
<td>Opportunities to collaborate and participate with others</td>
</tr>
<tr>
<td>Multi-culturalism</td>
<td>Sports</td>
<td>Involvement</td>
</tr>
<tr>
<td>Exposure to diversity from birth</td>
<td>Fitness</td>
<td>Diverse workforce – not just token diversity</td>
</tr>
<tr>
<td>High speed video games</td>
<td>Doers and achievers</td>
<td>Technology</td>
</tr>
<tr>
<td>ATM</td>
<td>Education</td>
<td>Allowing for creativity</td>
</tr>
<tr>
<td>Speed dial in</td>
<td>Responsible</td>
<td>Ability to multitask</td>
</tr>
<tr>
<td>Barney</td>
<td>Diversity</td>
<td>Defined career path</td>
</tr>
<tr>
<td>9/11</td>
<td>Equality for all</td>
<td>New opportunities</td>
</tr>
<tr>
<td></td>
<td>Integrity</td>
<td>Portable benefit packages</td>
</tr>
<tr>
<td></td>
<td>Realistic</td>
<td>Short training sessions – “boot camp” style</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
<td>Opportunities for mentorship</td>
</tr>
<tr>
<td></td>
<td>Negotiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work Ethic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professionalism</td>
<td></td>
</tr>
</tbody>
</table>

Source: Intergenerational Diversity (nd)

SUMMARY OF THE LITERATURE REVIEWED

The literature reviewed in this work includes the work of Jopling who has informed that the differences in generations are becoming much easier to identity. It is important to gain knowledge of the motivators of each generation and further to gain knowledge of their values and attitudes. In gaining this understanding it becomes much easier for the organization to place the employees in their ‘comfort zone’ within the organizational structure. The influences that the generations referred to as Generation X and the Millennial Generation experienced while growing up are quite different. One of the biggest results noted of these different influences is the resulting communication styles of these two generations. While Generation X likes information to be supplied in short and understandable pieces of information the Millennial Generation likes concise information supplied with action words. (Jopling, 2004)

Generation X is stated to be composed of the latchkey children and are highly adaptable and very independent. Generation is easier reached through well-designed webpages when targeting these individuals for employment whereas, targeting the Millennial generation means at the same time attracting their parents in many cases. Generation X is drawn through offering flexible schedules, continued skill development and learning and interesting work. Generation X further needs to feel a sense of purpose and it is important to place emphasis on their accomplishments. Generation X expects to have a balanced work-personal life and when this is the case these employees provide a great contribution to the organization employing these individuals. (NAS, 2006) Generation X member will generally have 10 to 12 jobs during the life of their career and are known to leave jobs because there is limited career growth, lack of promotion, lack of regular feedback on work performance, low pay, poor treatment by managers, and lack of recognition for their accomplishments or stress due to understaffing within the organization. (NAS, 2006)

Generation X members are more
Robert D. Lawsson

The best work environment for the members of Generation X include the factors of a team-based environment, diversity, exploration, experimentation, the idea is the power and not the person, the provision of both team and individual credit, and the opportunities of resume-building activities. (NAS, 2006) Communication guidelines for use with members of Generation have been reviewed which include mutual respect and open communication, allowing these individuals to respectfully disagree while still meeting their goals, understanding that these individuals are willing to discover the intentions behind words and actions, and understanding that avoid the use of blame in deflecting their responsibility for direct communication. If a disagreement does occur Generation X will want to immediately clear the air with the person the disagreement occurred with. In the course of communication Generation X tends to focus on issues, situations or tasks instead of on persons, their behavior or events. Generation X first wants to solve their own conflicts but if cannot are willing to counsel with a third party to work through the issue. Generation X is a group that tends to be willing to forgive one another for imperfections in communications when misunderstandings or hurt feelings result and hold each other accountable to maintain the same standards in communication. (NAS, 2000)

The Millennial Generation has been described as “special, sheltered and achieving” (Today’s CPA, 2006) and furthermore the organization can understand that the parents of this generation tends to be overly involved in their lives. This study has reviewed the study of Epstein building upon the work of Strauss and Howe in which more than 800 college students were surveyed in an attempt to gain information concerning characteristics of this generation. This group was determined to be one that is quite accustomed to having relationships with authority figures and is a generation that is a “promising group of employees”. (Epstein and Howe, 2006) 65% of the members of the Millennial Generation “prefer” to have relationships with those who supervise these individuals and 68% agree that it is authority figures who should both set and enforce rules of the organization. Millennials do not mind asking their boss for special treatment when it is needed and furthermore, these individuals desire that their supervisors ask about and show interest in their activities. The Millennial generation wants to give their opinions and provide contribution to the organization and very comfortable interacting with those supervising these individuals. The relationships with supervisors are valued. This group doesn’t mind receiving feedback and are confident in their own ability.

A structured career path and work environment is important in the view of the Millennial Generation. This generation prefers that ‘ideal skills sets’ are set out and that there is a specific timeline set out for promotions. This group is goal-oriented and works better and hardest when specific goals are set and being worked toward. This group is curious and desires to understand each and every aspect of the organization. This group wants information and feedback and doesn’t
want to fail due to lack of information as so much in the way of information was at their disposal growing up in the information age. These employees do not mind and greatly desire to change any behaviors that are considered substandard in the organization. (Epstein and Howe, 2006) The Millennials are ‘social, optimistic, talented, well-educated, collaborative, open-minded, influential and achievement oriented.’ (Raines, 2002) Other values of the Millennial generation include the fact that have been convinced that are special, that no one should be left behind (inclusive), interdependent, achievement oriented, and community oriented. The work of Raines informed this study that according to Federal reports this generation is healthier and more economically secure than previous generations. Six principles of management in view of the Millennial Generation has been stated by Raines in this study inclusive of the fact that the Millennial Generation wants great role models, want to be challenged, want to have relationships with those work with, want to mix some fun with their work, want to be respected and want flexibility in their career.

METHODOLOGY

DATA COLLECTION & ANALYSIS

Data collection and analysis will be conducted through use of the instrument of the Work Values Inventory (WVI, Super, 1970). The survey will be administered via the SurveyMonkey website located at SurveyMonkey.com by using a MANOVA model and a distinguish analysis computed to answer the research questions.

POPULATION

The population to be survey in this study is current employees of the Intelligence Community. This study will make random selection of full-time government employees of the Intelligence Community for the purposes of measuring work values. A formal request to collect information will be made to the Public review board (See attachment A). After permission has been granted by the Public review board the same will be attached to this work as Appendix B. After the researcher receives permission to survey the organization, a letter of “Request for Survey” will be sent via email to 200 Gen X and 200 Millennials full employees to recruit volunteers for the survey.

PROCEDURE

Along with the letter of “Request of Survey” a ‘login’ and ‘password’ will be supplied to each respondent in order that the respondent may access the survey link via Monkey Survey. Monkey Survey is similar to the use of a web browser to create unique survey while allowing intuitive survey features. Once the respondents enter the login and password provided the respondent will complete the survey and the survey will be made available to the researcher for purposes of data collection and analysis.

INSTRUMENT

The instrument chosen to measure the work values of Gen X and the Millennials was the Work Values Inventory (WVI: Super, 1970). The founder, Donald Super, developed the WVI in 1951 as a part of the Career Pattern Study publishing the current in 1970. Although, this study was developed 1970, revision was made 1982, which allow it to be suitable for this research. The underlining objective of this inventory was to measure the goals, which motivated employees to work. In the process of this inventory, the question of value is critical. Eslinger (2000)
noted that “a value was a desirable end or objective people seek in their behavior and a work value was a goal directed need that influence a person’s choice in the vocation may pursue” (p. 53). According to Murphy, Conoley, & Impara (1994) the Work Values Inventory is “designed to measure the values which are extrinsic to as well as those which are intrinsic in work” (p. 998). The statements in the Work Values Inventory represent values that individuals consider to be important in the workplace. These are ‘satisfactions’ that are often sought in jobs or resulting from employment. These ‘satisfactions’ are not considered equally important by the individual and while some may be of great importance to one individual others may be considered more important by another individual. The participants in the survey will be asked to read the questions listed below and to respond to each question on a scale from 1 to 5.

5= Very Important  
4= Important  
3= Moderately Important  
2= Of Little Important  
1= Unimportant

The statements to which participants will provide a response by assigning rank of importance as shown above in 1-5 will be those as follows:

**Work in which you . . .**

1. have to keep solving new problems  
2. help others  
3. can get a raise  
4. look forward to changes in your job  
5. have freedom in your own area  
6. gain prestige in your field  
7. need to have artistic ability  
8. are one of the gang  
9. know your job will last  
10. can be the kind of person you like to be  
11. have a boss who gives you a square deal  
12. like the setting in which your job is done  
13. get the feeling of having done a good day’s work  
14. have authority over others  
15. try out new ideas and suggestions  
16. create something new  
17. know by the results when you’ve done a good job  
18. have a boss who is reasonable  
19. are sure of always having a job  
20. add beauty to the world  
21. make your own decisions  
22. have pay increases that keep going up with the cost of living  
23. are mentally challenged  
24. use leadership abilities  
25. have adequate lounge, toilet and other facilities  
26. have a way of life, while not on the job, that you like  
27. form friendships with your fellow employees  
28. know that others consider your work important  
29. do not do the same thing all the time  
30. feel you have helped another person  
31. add to the well being of other people  
32. do many different things  
33. are looked up to by others  
34. have good contacts with fellow employees  
35. lead the kind of life you most enjoy  
36. have a good place in which to work (good lighting, quiet, clean, enough space, etc.)  
37. plan and organize the work of others  
38. need to be mentally alert  
39. are paid enough to live right  
40. are your own boss  
41. make attractive products  
42. are sure of another job in the company if your present job ends
SCORING THE WVI

When scoring the Work Values Inventory responses the following are the scores for the ranks of: (1) Creativity; (2) Management; (3) Achievement; (4) Surroundings; (5) Supervisory Relations; (6) Way of Life; (7) Security; (8) Associates; (9) Esthetics; (10) Prestige; (11) Independence; (12) Variety; (13) Economic Return; (14) Altruism; and (15) Intellectual Stimulation. The researcher will place the score for each number listed and then add the scores only across each individual line and then place the total of those scores at the end of the line. Scores are ranked highest to lowest.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creativity 15 +16 +45 = 76</td>
</tr>
<tr>
<td>2</td>
<td>Management 14 +24 +37 = 75</td>
</tr>
<tr>
<td>3</td>
<td>Achievement 13 +17 +44 = 74</td>
</tr>
<tr>
<td>4</td>
<td>Surroundings 12 +25 +36 = 73</td>
</tr>
<tr>
<td>5</td>
<td>Supervisory Relations 11 +18 +43 = 72</td>
</tr>
<tr>
<td>6</td>
<td>Way of Life 10 +26 +35 = 71</td>
</tr>
<tr>
<td>7</td>
<td>Security 9 +19 +42 = 70</td>
</tr>
<tr>
<td>8</td>
<td>Associates 8 +27 +34 = 69</td>
</tr>
<tr>
<td>9</td>
<td>Esthetics 7 +20 +41 = 68</td>
</tr>
<tr>
<td>10</td>
<td>Prestige 6 +28 +33 = 67</td>
</tr>
<tr>
<td>11</td>
<td>Independence 5 +21 +40 = 66</td>
</tr>
<tr>
<td>12</td>
<td>Variety 4 +29 +32 = 65</td>
</tr>
<tr>
<td>13</td>
<td>Economic Return 3 +22 +39 = 64</td>
</tr>
<tr>
<td>14</td>
<td>Altruism 2 +30 +31 = 63</td>
</tr>
<tr>
<td>15</td>
<td>Intellectual Stimulation 1 +23 +38 = 62</td>
</tr>
</tbody>
</table>

RELIABILITY AND VALIDITY

The work entitled: “Reliability and Validity of Instruments Measuring Job Satisfaction - A Systematic Review” states that: “Retaining an adequate and qualified workforce is a prerequisite for a well-functioning organization, but is sometimes difficult to realize when conditions, such as a good economic situation, a tight labor market and an ageing workforce, tend to increase the turnover of the workforce. It can be hypothesized that job satisfaction could function as a buffer against conditions favoring a high turnover, because a small but significant relationship exists between a low level of job satisfaction and turnover. Moreover, job satisfaction could also buffer against other negative influences in the workplace, such as occupational stress.” (Saane, Sluiter, Verbeek and Frings-Dresen, 2003) These authors states that research on job satisfaction has been carried over for over 40 years and “The conceptual foundation of job satisfaction, its content validity...has received little attention in the literature on job satisfaction instruments.” (Ibid) Stated additionally is: “Job satisfaction can be interpreted in different ways. While some researchers have theorized about more-or-less specific work factors relevant to job satisfaction there is no ‘gold standard’...”
that indicates which job aspects should be taken into account when job satisfaction is measured.” (Saane, Sluiter, Verbeek and Frings-Dresen, 2003)

The work of Judge and Bretz (1991) entitled: “The Effects of Work Values on Job Choice Decisions” states: “Work values have been shown to be related to the way people feel about their work (Spence, 1985), the way people behave on their jobs and their overall job satisfaction.” (2003) Additionally stated is: “H values are relatively stable, it would be important to examine their role in the selection process since that would be the primary means through which person-organization value congruence may be achieved.” (Saane, Sluiter, Verbeek and Frings-Dresen, 2003) These authors state that the perspectives on motivational psychology in early interactionism held that the person/environment fit “in terms of matching individual needs and environmental press.” (Saane, Sluiter, Verbeek and Frings-Dresen, 2003) That which ‘needs’ represent are the determinants of behavior of the individual and may be inferred from:

1. observed patterns of behavior,
2. attention, or particular responses, to specific stimuli, or
3. Satisfaction or dissatisfaction with particular outcomes.

Needs and values are internalized and to this extent needs and values affect motivation of the individual in fulfilling specific needs and values may also be expected to have an influence upon the decisions of the individual in relation to the job of that individual. Stated is: “When faced with a choice, a person activated by particular value structures may be expected to seek out organizational environments that offer the opportunity for value expression and to avoid organizational settings that stifle or repress internalized values. Thus, decision making processes, of which job choice is one example, may be dependent on an individual’s value system.” (Saane, Sluiter, Verbeek and Frings-Dresen, 2003)

**WORK VALUES INVENTORY DEFINITIONS**

The following are the definitions for the rankings in the ‘Work Values Inventory’:

1. **Creativity**
   This is associated with work that allows the individual to invent, design, or develops and is related to artistic and scientific pursuits and is the type of work commonly viewed as self-expression. In this view the job provides the outlet for this ‘work value’ and allows the individual the chance to create, unrestrictedly and express the ideas of the individual. While this is important to writers and artists it would not be so important to the individual who is an accountant or farmer.

2. **Management**
   This is associated with employment that allows the individual to plan, set out and organize the work of other individuals. This is related to occupations in which one supervises other and is a leading role in the organization. Work is often the outlet for the individual needs of power and the desire to maintain control of other individuals. This value is important in occupations such as politics or business for the supervisor or the executive.

3. **Achievement**
   This is associated with gaining a feeling of accomplishment from ones’ work in which tasks have been completed and tangible results are desirable for completed work. Achievement is measured in many ways from typing the day’s letters to making life-changing impacts in the lives of others.
4. **Surroundings**
   This is associated with employment that is in pleasant conditions such an air-conditioned office that is clean and comfortable and pertains specifically to the physical conditions of the work environment.

5. **Supervisory Relations**
   This is associated with the importance of having a supervisor or boss who is fair and with whom the employee gets along well with. It is extremely hard for many individuals to work for someone they dislike extremely. This may well depend on how close the employee’s contact with the boss is and if the employee minds being told what must be done and if the employee has respect for the supervisor or boss.

6. **Way of Life**
   This is associated with work that allows the employee the freedom to be the type of person they choose to be. This may depend upon whether the demands of the job require that the individual live in a manner that is unacceptable to that individual. Further, many jobs place the employee in a position to be forced into a role. Another factor is how important it is to the individual to be independent in their lifestyle.

7. **Security**
   This is associated with work that provides the individual with the surety of keeping their employment and will depend upon the individual’s chances of being laid off or fired and also depends on the obligations of and the dependents of the employee. Another variable is whether or not the employee is under constant pressure to perform or lose the employment.

8. **Associates**
   This is associated with employment that brings the individual into contact with other workers who they like.

9. **Esthetics**
   This is associated with employment that permits the individual to create beautiful things and provide these as contributions to the world’s beauty. Esthetic and artistic interests are much the same. This would be an important factor in the employment of architects, artists, writers, musicians and would matter less to life insurance salespersons, accountants or mathematicians.

10. **Prestige**
    This is associated with work that provides the employee with a level of ‘status’ in the eyes of others or that evokes respect from others.

11. **Independence**
    This is associated with work that permits the individual to work in that individual’s preferred method in accordance with the level of achievement and direction desired by that individual. This would be important to those who do not want to be told what to do however, for those who do not mind being given explicit instructions this would not matter greatly.

12. **Variety**
    This is associated with work that provides the individual with the chance to experience different types of work within one position of employment.

13. **Economic Return**
    This is associated with well-paying work that enables the employee to have the material and tangible things in life that they desire. In the case that this is important to the employee it could be important due to:
    - attaching value to tangible, material things and to earnings
    - money as a means to buy things
    - money as a producer of freedom
    - money often makes an unpleasant job bearable

14. **Altruism**
    This is associated with employment that
enables the employee to contribute to other’s welfare such as employment in the social services field.

**15. Intellectual Stimulation**
This is associated with work that provides the employee with the opportunity for thinking independently and in learning how and why things work. This is considered ‘mentally challenging’ work and is important to individuals in professional and scientific occupations.

**TIMEFRAME FOR COMPLETING OF WORK VALUES INVENTORY**

According to Super (1970) the average individual should complete the survey within a fifteen (15) minutes timeframe.

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