CHAPTER – 2

REVIEW OF LITERATURE

The business world is becoming increasingly global. Services and products offered by businesses are also becoming more focused and targeted at specific demographic segments. In addition, many organizations today have clients all over the world who demand excellent services and products that meet their diverse needs, expectations and priorities.

At the same time, the composition of the workforce today is changing significantly. The Silent Generation and first wave of Baby Boomers are beginning to retire from the workplace, taking decades of valuable experience with them, while Generation X (“Gen X”) and Generation Y (“Gen Y”) are becoming the fastest growing age groups in the workforce and the next generation of leaders. As the globalization of work continues and the age composition of the workforce changes, understanding and leveraging the differences between generational groups is critical for organizations so as to continue motivating and engaging a multi-generational workforce for optimum performance. With the current workplace being the most generationally diverse than it has ever been, intergeneration management has become extremely complex. While working within multi-generational relationships in the workplace presents some challenges, understanding and managing generational diversity can bring an array of benefits and perspectives to the workplace, such as improved talent attraction, retention and engagement, enhanced workplace productivity, increased competitive advantage that keeps customers loyal and an expanded view of succession planning and excellent leadership bench strength. Responding to challenges in a multi-generational workforce requires the same skills needed to manage other diversity issues, which include moving beyond superficial awareness, adapting communication styles, and effectively managing different needs and expectations. Organizations with a diverse group of people from different age groups offering a range of views, opinions and perspectives are almost
always going to be more effective, more likely to produce creative and innovative approaches, and have a greater long-term advantage over their competitors.

Workplace diversity is a growing business concern and an essential source of competitive advantage for organizations in the ever-growing global economy.

Understanding and managing diversity in the workplace typically generates discussions of gender, race, ethnicity or disability. However, there is this one slice of diversity that has been getting considerably more attention in the recent years: Generational Diversity. With the entry of Generation Y (“Gen Y”) to the working world, the workforce for the first time consists of people from all major age groups – Baby Boomers, Generation X (“Gen X”), and Generation Y (“Gen Y”) – working together to achieve business and organizational goals. While this presents an exciting phase of growth and new opportunities for organizations, it also gives rise to a new set of challenges due to the different needs, values, priorities, perspectives, and work ethics among the different generations.

Understanding generational differences and managing the expectations of the various age groups is not an easy task but one that can enable organizations to build a sustainable talent pipeline and leadership bench-strength as well as propel organizations into new dimensions of performance.

This Research is developed to help organizations and HR practitioners gain a deeper understanding of generational diversity in terms of workplace expectations.

The benefits of generational diversity would be as follows:

- Improved talent attraction, retention and engagement
- Increased competitive advantage that keeps customers loyal
- Enhanced workplace productivity
- An expanded view of succession planning and building leadership bench strength
Generational diversity brings an array of benefits and perspectives to the workplace. However, working within multigenerational relationships can also generate workplace challenges because of different needs and expectations that can cause intergenerational conflict in the workplace. Although there is a high level of understanding about generational differences in the workplace, almost 50% of employees in Asia Pacific acknowledged that intergenerational differences can lead to serious conflicts in the workplace.

This is a cause for concern as conflicts in the workplace can have a negative effect on productivity and workforce morale, both of which are closely linked.

Managing and leveraging generational diversity in the workplace is not the sole responsibility of human resources or senior management. Even though they may play a key role in designing, supporting, and deploying strategies and training to build a multi-generational workforce, developing an atmosphere of diversity must rest on the shoulders of everyone in the organization. Now, more than ever, putting diversity to work in the workplace should be a common goal of employers and employees. Successful organizations that seek to understand each generational group and accommodate generational differences so as to capitalize on generational differences in attitudes, values, and behaviors at work will build a viable leadership bench strength and talent pipeline for growth and sustainability.

Puja Kohli, an independent human resources consultant, conducted a study titled, “Managing in a Multigenerational Workplace,” in collaboration with the National Association of Software and Services Companies (Nasscom). The objective of this study was to understand the competencies needed to manage millennials in the information technology/information technology enabled services (IT/ITeS) sector, which is among the largest recruiters of youth in India. More than 60% of the employees in this sector are less than 30 years of age.

In her study, Kohli focused primarily on five areas: Values, interpersonal relationships, commitment, work ethics and world view. Kohli notes: “The need to
build skills and competencies, freedom and empowerment are the topmost priorities for the youth in this sector, followed by recognition and appreciation.” Interestingly, the need for freedom and empowerment spans a host of issues: vocabulary, dress code, flexi-time, work-life balance, use of social media and so on.

Dilpreet Singh, vice president of human resources at IBM India & South Asia, observes: “This is a generation that is not hierarchical in its outlook. It respects competencies and knowledge and not so much authority that simply comes with age or position.” And herein lies the rub: In most organizations, policies are created by a group of senior people who don’t understand the mindset of the youth. Som Mittal, who until recently was president of Nasscom, says: “We find that the gap between the traditional outlook of people who are taking decisions and those who are getting impacted by these decisions is increasing. This is resulting in a mismatch.”

What is at stake if this gap continues to increase? Last year, Deloitte and the Confederation of Indian Industries released a report titled, “Gen Next Workforce Study, 2013.” Based on its findings, the study says that: “The evolving preferences of the current generation [in India] pose perplexing challenges for organizations looking at attracting, engaging and retaining them.” If organizations don’t address the issues arising out of a multigenerational workforce, it can result in “a lower engagement rate, loss in productivity and a higher attrition rate.” It could also lead to a “situation of unrest among the workforce. Ultimately, the output from the investment in human capital will be much lower than its true potential.”

It is understood that, if organizations don’t take appropriate steps, “they will lose out on the best talent and what it can do for them,” Singh of IBM notes. “They will lose out on new ideas. This will severely impact an organization’s competitiveness. At a national level, India will lose out on the human resource that can take it forward.”

So what is it that companies need to do? According to ISB’s Nandkeolyar, firms must emphasize the commonalities that bind all employees together and deemphasize the differences, especially in terms of age and experience. “We need to
understand, celebrate and encourage diversity in workplace. This will help all employees to work toward a common goal.” According to Mittal of Nasscom, the generational gap can be bridged through constant dialogue. “We need to break hierarchical boundaries and involve all generations of employees in decision making.”

Nirmala Menon, founder and CEO of Interweave Consulting, which focuses on diversity management and inclusivity in the workplace, believes that senior employees need to be more open to making adjustments and changes since the workforce and the workplace will now be increasingly defined by younger employees. “It’s more a mindset issue than chronological age. One needs to be open to accepting differences, whatever they may be. A one-size-fits-all approach will not work,” she says.

According to Subhro Bhaduri, executive vice president at Kotak Mahindra Bank, companies need to provide “high clarity, sharp direction, in-depth job knowledge and abundant skills” to their young employees, along with keeping them abreast of the latest developments in their industry. “The current generation is keen to know what they are doing, why they are doing it and what they would derive from the same,” Bhaduri says. “The new workforce is also keen to get variety in roles and functional areas in order to remain excited about work. In addition, there is an increased aspiration level and corresponding growth expectations which have to be managed.”

Saundarya Rajesh, HR professional and founder-director of Avtar Careers Creators and Flexi Careers India, suggests that organizations must invest in building “generational competence” — that is, “firms must develop a greater awareness of what [influences] shape each cohort without stereotyping.” According to Rajesh, organizations must work toward developing a “salsa culture, which is a sum of many parts and where each part retains its unique identity.” Rajesh adds that organizations also must “target the right talent strategies to the right set of employees.”
From the words of these organizational experts it is understood that GenY has the reputation of being one of the most challenging generation. Having grown up in a culturally diverse school and play environment they are also one of the most confident, competent and best educated generations in history.

❖ Defining generations:

‘Generation’ as a construct is elusive and attempts have been made by scholars in various disciplines to unbundle this phenomenon Joshi, Dencker, Franz, & Martocchio, (2010). Some scholars like Giancola (2006) suggest that ‘the generational approach may be more popular culture than social science’ (p. 33). Yet, generational studies have a long and distinguished place in the social sciences, and scholars have attempted to search for the unique and distinctive characteristics of generations for several decades now. Generation is defined as an ‘identifiable group that shares birth years, age location, and significant life events at critical developmental stages.’ Kupperschmidt, (2000, p. 66).

Differences between generations are theorised to occur because of major influences in the environment within which early human socialisation occurs; influences that have an impact on the development of personality, values, beliefs and expectations that, once formed, are stable into adulthood. Of particular significance to the generational approach are major shifts in the socio-cultural environment over time; this includes highly salient events that one generation experiences but another either does not, or experiences them outside of their critical socialisation years. Noble and Schewe, (2003) and Twenge and Campbell, (2008). These potential salient socio-cultural events are numerous indeed, including wars and the consequences of wars (Noble & Schewe, (2003), new technologies resulting in major life and work changes in the developed economies, and significant changes to family and work patterns of special significance are the socio-economic events resulting in either relative scarcity or security for a group of people. Egri & Ralston, (2004). As each generation matures through such events, each generation is purported to develop characteristics that differentiate it from those that precede and
follow it; characteristics that are reflected in personality traits, work values, attitudes, and motivations to work in ways presumed to be important to managers. Macky, Gardner, & Forsyth, (2008).


Veterans

Veterans are also referred to as the Adaptive generation, Loyalists, Traditionalists, pre-Baby boomers, Silent generation, Matures, Greatest generation, Builders, Industrialists, Depression babies, Radio babies and the GI Joe generation. There is little agreement on the years encompassing this generation and the period between 1920/22/25 to 1943/45 has been used as a cut off for this generation. This generation was influenced by the Great Depression, World War II, and also saw the rise of television networks and mass marketing. Veterans view education as a dream and leisure as a reward for hard work. They desire stability in life, a predicted career ladder and are loyal and consistent. They also place a high value on integrity (Kim, (2008) and are dedicated (Schaming, (2005), hardworking and respect authority. Rood, (2011). The primary motivators for this generation are security and status Schaming, (2005).
Baby boomers

The forgotten generation, also known as the Woodstock generation, Sandwich generation and Vietnam generation (Murphy, 2007) has experienced the post-war stress and prosperity, was actively involved in radical social changes including the emergence of the Civil Rights movement, the Vietnam War, the women's movement (Egri and Ralston, 2004) and Smola and Sutton, (2002), witnessed President Kennedy's assassination (Morgan and Ribbens, 2006) and Tolbize, (2008), the sexual revolution (Smola & Sutton, (2002) as well as rapid technology change. According to literature, the birth year of this generation ranges from 1940/42–46 to 1960/63–64. This generation mostly grew up in two-parent households, is idealistic, optimistic (Brennan, (2010) pp. 26–28; Notter, (2002) and looks for opportunity and progress Chen & Choi, (2008).

This generation is often described as ‘self-absorbed’. (Notter, 2002). Boomers felt the pressure of caring for ageing parents and their own children. The generation has a lack of respect for loyalty, authority and social institutions (Kupperschmidt, 2000) and prefers self-gratification. The primary motivators for the employees of this generation are money, a corner office and self–realisation Schaming,( 2005).

Gen X

Gen Xers are also known as Baby busters (Tolbize, (2008) and Yu and Miller, (2005), Post boomers, Slackers, the Shadow generation, Generation 2000 and the MTV generation. Their birth years range from 1966 to 1979. This era experienced periods of economic prosperity and also stress due to the early 1980s recession (Krywulak & Roberts, (2009) and downsizing, family insecurity due to high divorce rates of parents, rapid change, great diversity and lack of solid traditions. While this generation supports social liberalism and environmentalism, they hold more conservative family values than the Baby boomers. Kupperschmidt, (2000). This cohort is realistic, self–reliant, entrepreneurial, independent, market savvy, fun loving and techno-literate (Rood, 2011); it seeks a balance between work

Gen Y

Gen Yers are also known as Millennials, Next generation, Generation me, Echo boomers, Nexters, the Boomlet, Digital generation, Dot com generation, Net Generation, N-Gens, Generation WWW, Digital natives, Ninetendo generation, Sunshine generation (Murphy, (2007), the Do or Die generation, the Wannabes, the Nothing is sacred generation, Cyberkids, the Feel good generation and Non-nuclear family generation. Their birth years range from 1980 to 1999 and are just beginning to enter the workforce.

Millennials have been brought up in the era of globalisation, employment outsourcing, foreign investments and a proliferation of information and communication technologies, Krywulak & Roberts, (2009), and have seen their parents in distrust situations like Gen X. Smola & Sutton, (2002). They have witnessed natural calamities like the tsunami and earthquakes, and terrorist attacks, including the 9/11 attack in America. They are more globally educated, view themselves with confidence, assertiveness and entitlement, are highly optimistic, goal oriented and idealistic. Chen & Choi, (2008). They like to voice their opinions and are work-oriented. They are connected 24/7 on social networking sites and are very technologically adept. They are perceived to be healthier and more economically secure than any earlier generation. They have high expectations of self and employers, Armour, (2005) and believe in work life balance.

What is common across the various definitions described above is an attempt to distinguish a group of people in a time frame into distinct subgroups based on certain significant external events/forces. Given the different characteristics exhibited by the generations, it is inevitable that the focus of the studies has been on inter-generational differences. Based on the review of the literature, five categories of variables related to work, employment and organisations are identified which appear to be significantly different across generations. The five categories are work
and life related values; work motivators and work expectations; professional growth; attitudes to rules; authority and hierarchy; attitudes to learning, training and development, and work environment. Inter-generational differences are found to impact all aspects of people management -- recruitment (Charrier, 2000), training and development (Berl, 2006) and Tulgan, (1996); career development (Ansoorian et al., 2003) and McDonald and Hite, (2008), rewards and working arrangements (Carlson, 2004 and Filipczak, 1994) and management style (Losyk, 1997) and Tulgan, (1996). The differences have the potential to cause serious conflict within the workplace. Karp & Sirias, (2001).

**Challenges in the conceptualization of generations**

As is evident from the above discussion, there is a great deal of variation in the manner in which the birth years have been used to identify generations. While the generational differences exist across the various studies, defining generations remains specific to a given society, as the differences in any society are shaped by political, socio-economic and cultural events. Hole, Zhong, & Schwartz, (2010).

Research in the Asian context has tended to use the same categorisation of generations mentioned by Western scholars, Turner et al., (2011)Yu and Miller, (2005)Yu & Miller, (2005); Egri & Ralston (2004) identified four distinct generation cohorts in the Chinese context: Republican (born 1930–1950), Consolidation (born 1951–1960), Cultural Revolution (born 1961–1970), and Social Reform (born 1971–1975). It was found that recent generations in both countries share less rather than more similarity in personal values, supporting the importance of the national context in the development of cohorts.

Hole et al. (2010) propose distinctively different generations for the emerging countries arising out of their political, historical and cultural aspects of the tradition
Embedding generations in the socio-cultural context of India

Most scholars have recognised that Indian culture is not unitary and homogenous. Several scholars refer to India as a composite culture. Parekh, (2007). In a composite culture, each group has its own separate but overlapping regional, religious and linguistic cultures which are respected by and interact with their shared culture. The socio economic and cultural diversity is well documented. With 28 states, 22 officially recognised languages, about 1.2bn population, and home to all the major religions of the world, India is one of the most diverse countries in the world. The regional variations across the country are also high.

According to census data, the population of India is 1210 million (2011). Out of this, 29.7% of the population is between 0 and 14 years of age, 64.9% between 15 and 64 years of age and 5.5% above 65 years (Census of India, 2011). It is estimated that by 2020, 50% of the Indian population will be below 25 years of age (SHRM report) and that the talent pools of younger people, under age 30 will have grown by 5.6%.

After liberalisation in 1991, different states in India have shown economic development at a varying pace. Therefore, as Dreze & Sen (as cited in Bijapurkar, 2007, p.5) mention, out of the 28 states, some Indian states are worse off than sub Saharan Africa, while others are better than China. Rural and urban India are at different stages of evolution; even within rural India, often within the same state, there are oases of development poised to leapfrog and become more developed than urban India.

Given this background, it is evident that any generational definition in the Indian context needs to reflect the current diversity. Some authors have attempted to categorise generations using the global framework. Roongrerngsuke, (2010) and Erickson, (2009) refer to four generations in India as shown in the table given below:

The four generations in India (as identified by Roongrerngsuke, 2010 and Erickson, 2009)
<table>
<thead>
<tr>
<th></th>
<th>Traditionalists</th>
<th>Baby boomers</th>
<th>Gen X/Socialist</th>
<th>Gen Y</th>
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<tbody>
<tr>
<td>Defining events/influencers</td>
<td>British rule, British education system, food crisis, Mahatma Gandhi's non-violence, civil disobedience campaign for independence, the end of British Raj, Gandhi's assassination and the first Kashmir war, Indo – Pak war of 1947</td>
<td>Shift to socialist economic model under Indira Gandhi's leadership, nationalisation of industries, public works, social reforms, public investment in education, growth of political factions, split of Indian national Congress, Sino-Indian war, Indo- Pakistan war of 1965, 1971, liberalisation of rupee and devaluation of the same, Indian Emergency of 1975</td>
<td>Indira Gandhi's assassination, reduction of stringent business regulations, lower restrictions on foreign investment/imports, reduced bureaucracy, expansion of telecommunication, software and IT sector, economic liberalisation, migration of IIT graduates to US, education taking over caste system</td>
<td>Development of large middle class, increased demand and production of consumer goods, Prime Minister Narasimha Rao's economic liberalisation, reformed policies and growth, educational powerhouse, development of science and technology, communal violence, assassination of Rajiv Gandhi, respected source of IT talent, listing of Indian companies in Forbes global</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Frustration, authority, hardship, social order and caste system, loyal to family and community</td>
<td>Pro-democracy, hardship, anxiety, fear, lack of trust and hierarchy, career options influenced by family and culture</td>
<td>Hardship, self-sufficient, belief in hierarchy and a socialist economy</td>
<td>Ambitious, emphasise financial reward, entrepreneurial, business savvy, technologically capable and adept</td>
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Source: Hole et al., 2010.
Hole et al., (2010) in their article speak about three generations existing in India: the Traditional generation (1948–1968), the Non-traditional generation (1969–1980) and Gen Y (1981 onwards). Ghosh & Chaudhari, (2009), identified the three generations existing in India as the Conservatives, Integrators and Y2K, each having the birth years and characteristics depicted in the table given below.

The three generations existing in India (as identified by Ghosh & Chaudhari, 2009).

**ROL TABLE -2: THE THREE GENERATIONS IN INDIA**

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<tr>
<td>Defining events/influencers</td>
<td>Post-independence, famines, rigid protectionism, government interference, bureaucratic set-up, corruption, large families, rigid caste system</td>
<td>Moved from economic and physical security towards self-expression and quality of life, economic liberalisation, free markets, middle class dominating the workforce, inter-class-religion marriages, migration from rural to urban India, globalisation, influence of western culture, increase in readership of English consumer magazines, increase in tech services</td>
<td>Rise in economic reforms since 1991, high end technologies, increase in engineering colleges, increase in competition</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Socialist, shy, obedient, national pride, stressing social conformity, technophobic, avid savers</td>
<td>Less conservative, tech savvy, ambition of becoming rich, government jobs no longer attractive</td>
<td>Loan is not considered a liability and is taken on credit, tech savvy and adept, value work-life balance and profession, fearless of aspirations</td>
</tr>
</tbody>
</table>

Source: as identified by Ghosh & Chaudhari, 2009.)
With a plethora of categorization of generations being provided in the Indian context, there is a need for a deeper and thorough understanding of the theme of multi-generations in the workplace. None of the above definitions however take into consideration the differences that exist across states given their stage of economic development.

In a study done by Sinha et al. (1994), it was found that there were regional similarities and differences in people's beliefs, practices and preferences across different cities in India entertaining friends in the workplace and direct reportees maintaining highly personalized relationships with their bosses differed significantly across the clusters. The common elements across the clusters were familial relationships, preference for hierarchy and maintenance of personalized relationships. All the three have implications at the workplace. Sinha et al. (1994).

In the Juxt India Generations Study in 2010, it was found that nearly 300 million individuals are in the age group of 19–24 and about the same numbers in the age group of 25–39. For nearly 76% of the youth in the age group of 19–24, money is their most important priority in life followed by fame and status. Forty five percent of the youth feel that the neighbourhood they live in determines their status in society.

Another study, DeSouza, Kumar & Shastri, (2009) found that youth from small towns and Dalit and tribal youth have higher aspirations in life as compared to those from metropolitan cities and other forward castes. The family remains a key institution in the life world of the Indian youth with 55% of the respondents mentioning that they would like to bring up their children in more or less the same way as they were brought up and over 60% accepting that the final decision on marriage should be taken by parents.

All of these are indicative of the presence of certain co-existing social and cultural factors that impact the manner in which Indian youths experience life. We believe that this world view held by the young generation will impact its relationships at the workplace with other generations. These continuing generational
values pertaining to life are likely to spill over into the organisational context and impact the performance and effectiveness of the employee and the organisation. The effect of these behaviours in organisations could have positive and negative consequences for all generations in an organisation.

- **Influence on organisational processes**

  There is much practitioner literature on inter generational conflict (Dulin, 2008, Krywulak and Roberts, 2009 and McGuire et al., 2007). When multi-generations are present in the work force, the work values of the generations are likely to be different and this could result in tensions in the work force. The work values gap also impacts communication processes, problem solving processes, knowledge sharing processes, interpersonal relationships, leadership behaviours and management styles. From an HRM point of view, organisations and their leaders need to recognise the presence of multi-generational diversity and thereby engage with it more proactively. It is expected that a technologically savvy generation is likely to put pressure on a technology illiterate or neo literate generation to acquire this competence. In healthy organisations, this can manifest in supportive behaviours by various generations but this could also lead to conflict where one generation views its proficiency as an advantage over another. Therefore, organisations need to focus more on socialisation, orientation and citizenship behaviours on the part of the various generations.

  The compensation policies, in particular the reward and recognition policies, are likely to differ across generations. In various studies, it has emerged that the motivators and work expectations differ across generations. Some generations prefer security and stability more than the others. In terms of engagement with the organisation and communication expected from the organisation, there could be generational differences.

  Past, present and future sets of employees in the organisation can be thought of as ‘generations.’ Wade-Benzoni, (2002). Since senior leaders often make long term decisions on behalf of organisations, successive generations need to fulfil those
obligations and commitments. This manner of conceptualizing multi-generational relationships allows for a collaborative model within organizations. However, the space where collaboration occurs across multiple generations in organizations is unclear and under researched.

Generational diversity has impacted almost every dimension of the employer-employee relationship. Mentioned below are a few areas that will be covered in this review of literature on account of their close association with Employee Work expectations:

The areas are

i. Psychological contract
ii. Organizational citizenship Behaviour
iii. Motivational models and theories
iv. Work attitudes
v. Job Satisfaction

These areas are discussed below in detail.

**Psychological contract**

The Psychological Contract (PC) has been defined as the implicit relationship between an employee and his/her organization which outlines what each should expect to give and receive in the relationship (Kotter, 1973). PC develops when the employer fulfills his obligations to his employees. If the promised and implied obligations are not fulfilled by employers, employees respond both cognitively as well as behaviourally in terms of low job satisfaction, lower organizational commitment, lower citizenship behaviour and higher intention to leave. Zhao Wayne, Gilbkowksi & Bravo, (2007). PC has undergone substantial changes because of the technological changes, downsizing, restructuring and various social and market changes. This has led the organizations to redesign their strategies
in order to accommodate the changes and redefine the employer-employee relationships. Hess & Jepsen, (2009). More importantly, given the demographic compositions of today's workforce, it has become pertinent for organizations to manage the needs, expectations of increasingly diverse workforce in terms of gender, race, cultural backgrounds and generations. Smola & Sutton, (2002).

Generations are shaped by societal events in the formative phases of their lives which influence their values. Gursoy, Maier & Chi, (2008); Smola & Sutton, (2002). Despite many definitional controversies, according to Smola & Sutton (2002), the two generational groups most prevalent in today's workforce are the Baby Boomers (born between 1945 and 1964) and Generation Xers (born between 1965 and 1980). Baby Boomers are often described as ‘self-absorbed’ and felt the pressure of caring for ageing parents and their own children. Gen Xers hold more conservative family values than the Baby boomers. This cohort is realistic, self-reliant, entrepreneurial, independent. Srinivasan, (2012). Rarely studies have measured the aspirations and expectations of Millenials or Gen Yers (born between 1981 and 2000). They are the newest entrants to the workforce and are greatly influenced by the technological advancements and corporate downsizing. Smola & Sutton (2002) purport that Gen Yers want even higher salaries, flexible working arrangements and more financial leverage than older generations.

Given the increasing diversity of the workforce, it is essential for employers to understand that different generational types come with distinct motivations and different ways of communicating. At work, generational differences can affect everything, including recruiting, building teams, dealing with change, motivating, managing, maintaining, and increasing productivity. This in turn might affect misunderstandings, high employee turnover, difficulty in attracting employees and gaining employee commitment. Srinivasan, (2012). It is found that PC affects job attitudes differently for older workers than for younger workers because older people, in general, have better emotion regulation skills and therefore, build up more stable PC’s. Zhao et al., (2007). They will react differently than younger generation employees to fulfillment or breach of the PC. Bal, DeLange, Jansen & Velde,
At the same time, Zhao et al. (2007) suggest that age construct or generational cohorts may have a significant impact in the direct relationship between PC and job attitudes. A number of Studies are being conducted to explore the differences among individuals belonging to different generational cohorts and examining the role of generations in the link between PCs and work related outcomes are limited in number. With this background, the current study aims to investigate the moderating role of generational differences in the link between PC fulfillment and its subsequent impact on employees’ job related attitudes

**PC fulfillment:**

In organizational research and theory, the term PC has been generally used to refer to expectations that operate between employees and managers and is also termed as a powerful determinant of behavior in organizations. Rousseau, (1989). The PC can be described as the relationship between an employee and the organization that outlines what each should expect to give and receive in their relationship. Kotter, (1973). The PC of an employee includes the individual’s understanding of his or her own obligations and those of the employers and the extent to which the obligations are fulfilled. Bal, De Lange, Zacher & Van Der Heijden, (2012). Over the recent years, there has been a substantial increase in research studies exploring the area of PC and it has been explained in the context of twenty-first century employment relationship. When an employee perceives that his/her employer has failed to fulfil one or more promised obligations termed as “PC breach”, he/she is likely to reciprocate in a number of ways. Perceived contract breach results in a sense of discrepancy between what is promised and what is fulfilled. Coyle-Shapiro, (2002). This perceived discrepancy leads to unmet expectations, loss of trust, Coyle-Shapiro & Kessler,(1993) and job dissatisfaction (Turnley & Feldman, 2000), which in turn negatively affects employee contributions. Those employers, who fulfil their promises to the employees, show that they are committed to employees, value employee contributions, and intend to continue with the relationship. Coyle-Shapiro & Conway (2005). When employees receive rewards from the organization in a way that is consistent with the promises that the employees have perceived, then that constitutes the “PC fulfilment”.
Rousseau (1995, 1990) and Rousseau & McLean Parks (1993) discussed that there is a variation in PC in terms of strength and generality. “Transactional obligations” are characterized by a close-ended time frame and the exchange of economic resources, whereas “Relational contractual obligations” involve an open-ended time frame and the exchange of socio-emotional resources. Aselage & Eisenberger, (2003). Regardless of the differences between the kinds of contracts, the distinction between short-term, limited involvements versus long-term, open-ended involvements remains a key feature of PC theory. Rousseau & Tijoriwala, (1998). An employee will view these obligations as part of his or her PC and PC has implications on employee attitudes and behaviours as well as organizational performance. Coyle-Shapiro & Kessler, (2003). Employees form perceptions of that what their employer is obligated towards them (i.e., employer obligations) and employees have perceptions of their own obligations about what they should contribute towards their organization (i.e., employee contributions; Coyle-Shapiro & Kessler,( 2003). Likewise, PC studies suggest perceptions of fulfilment of these demands (i.e., employee fulfilment) results in employees becoming more engaged and less likely to leave the organization.

According to Coyle-Shapiro & Kessler (2003), PC can be categorized as transactional contracts (which include rapid advancement, high pay and merit pay) and relational contracts (includes long term job security, career development, training and development opportunities). Fulfillment of contracts is attributed to employee attitudes such higher job satisfaction, organizational commitment, organizational citizenship behavior, organizational performance and innovative behaviour. The failure of the organizations to fulfil the obligations may be considered as lack of fairness and results in negative response such as higher intention to leave the organization and low citizenship behavior Coyle-Shapiro, (2002).

In terms of employment relationships in the Indian context, it has been seen that Indian management system is strongly influenced by societal, political, religious and economic factors. Job related decisions are more inclined towards interpersonal
reasons than task demands Krishnan, (2011). Rousseau (1995) stated that culture is a major factor that has influence on an employees’ PC. Indian employees rarely differentiate work roles with that of social roles; hence a sense of belongingness is developed among the employees and a need is developed to maintain long lasting relationship with their employers. Majority of the studies have concentrated on the difference in perception of PC across developed countries Krishnan, (2011) and rare are studies that explain PC of employees working in a country with collectivist culture such as India Aggarwal & Bhargava, (2010).

Impact of Psychological Contract on Job Attitudes

Hess & Jepsen (2009) stated that based on mutual exchanges of PC, employees reciprocate both cognitively or behaviourally when their PC is either fulfilled or breached by organization. Most of the research studies have focused upon responses of breach or fulfilment of PC such as job satisfaction, trust and intention to leave the organization Zhao et al., (2007). Zhao et al., (2007), in their recent meta-analysis on the relations between PC breach and outcomes, employed affective events theory which states that negative events in the workplace causes adverse emotions. This in turn, has an impact on attitudes related to one’s job, that experience of negative emotions will cause more negative job attitudes such as decrease in trust, job satisfaction. On the other hand, positive emotions will influence evaluations of the job in a positive way, such that people experience higher trust, satisfaction, and commitment.

Zhao et al. (2007) argue that in particular, PC breach is perceived as such a negative event. Social exchange theory provides an explanatory framework of the processes that lead employees to perceive a negative event, and hence, psychological contract breach occurs. According to social exchange theory, people engage in interactions with other people because they are motivated by the expectations of receiving inducements in return from the other party Blau, (1964); Gouldner, (1960). If employees perceive that their employer has not reciprocated their contributions, they will respond with emotional reactions such as anger and frustration. Also, they
may restore the balance in social exchanges by lowering their trust, job satisfaction, and commitment.

Bal et al., (2012) suggests that social exchanges and reciprocity play a critical role in the PC because mutual obligations, as social exchanges, form a psychological contract. Not receiving anything in return for contributions to the organization will therefore be perceived as a negative event. In the similar line it can be expected that perceived PC fulfilment will be considered as a positive event and which will have resulting influences on positive emotions and consequent cognitive responses. Hence, employees who perceive their PC as fulfilled, will respond positively by exhibiting lower intention to leave the organization, higher levels of job satisfaction and commitment to their employing organizations.

Given below are three exhibits depicting the frame work of applying the psychological contract. (ROL Diagram1,2,3)

**ROL DIAGRAM -1: APPLYING PSYCHOLOGICAL CONTRACT**

![ROL Diagram 1](image)

Source: 2009 Pearson Education, Inc.
ROL DIAGRAM -2: PSYCHOLOGICAL CONTRACT – ICEBERG MODEL


ROL DIAGRAM – 3: ALLIANCE PSYCHOLOGICAL CONTRACT

Source : 2010 Sebastian Salicru
ORGANIZATIONAL CITIZENSHIP BEHAVIOUR:

OCB is a new idea in the analysis of organizational, group and individual effectiveness and performance. According to Organ (1988), OCB refers to a universal behavior displayed by employees such as being caring, supportive, helpful, discretionary and it is considered as beyond the formal task obligations. Specifically, OCB has been defined as, “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization” Organ, (1988, p.4). Moreover, the term “discretionary”, suggests that the citizenship behavior is not prescribed in the formal job description. Possessing a high level of citizenship behavior such as being a caring or helpful is an individual option. Generally, having low level of OCB or reluctance to exhibit OCB may not result in punishment. Many determinants of OCB have been studied by researchers in order to provide clarification and explanation for individual’s engagement in OCB. Review of literature such as by Alizadeh et al., 2012 and Podsakoff et al., (2000) indicated that research examining antecedents to OCB has concentrated on four primary categories including individual traits (e.g. job satisfaction, organizational commitment, trust in leader, fairness perception, individual dispositions), task attributes (e.g. task feedback, task routinization, intrinsically satisfying task), organizational factors (e.g. perceived organizational support, cohesive group, reward structure) and leadership behaviors (e.g. transformational leadership, leader-member exchange). Organizational citizenship behavior and employee turnover Authors have emphasized the need for researchers to explore the consequences of OCB. Werner, 2006; Podsakoff et al., (2000).

The study conducted by Chen et al., (1998) involved 205 supervisor-subordinate dyads across 11 organizations in the People’s Republic of China revealed that OCB was negatively related with turnover intention. Subordinates who were rated as exhibiting low levels of OCB were found to be more likely to leave an organisation than those who were rated as exhibiting high levels of OCB. Their study revealed that the level of altruism, sportsmanship and conscientiousness were
higher among employees with no turnover. Similarly, study by Khalid et al., (2009) found that helping behavior, sportsmanship, patience and civic virtue were related to turnover intention among hotel employees. International Journal of Academic Research in Business and Social Sciences July 2013, Vol. 3, No. 7 ISSN: 2222-6990 135 The underlying mechanisms justifying the relationship between individuals’ level of OCB and turnover can be based on the Cognitive Consistency Theory. The Cognitive Consistency Theory. Festinger, (1957) suggests that people try to maintain agreement between their behavior, beliefs, and attitudes. There is a tendency for individuals to seek consistency among their cognitions. The positive behavior as reflected through a high level of OCB should consistently shape other attitudes and behavior, for instance, by reporting lower intentions to leave the present job.

OCB is defined as employee behavior that is extra-role, not explicitly recognized by an organization’s reward system and which promotes organizational effectiveness. Organ, (1988). The origin of the concept has been contributed to Barnard (1938) who suggested a ‘‘willingness to cooperate in a group of workers.’’ This idea was then expanded by Katz (1964) and Katz and Kahn (1978) to include a differentiation between formal or in-role behaviors versus extra-role behavior. The concept of OCB has gained a lot of attention and many behaviors have been identified as relevant to Organ’s (1988) definition. In fact, Podsakoff, MacKenzie, Paine, and Bachrach (2000), in their meta-analysis, identified close to 30 potentially different forms of citizenship behavior in their meta-analysis of the literature up to that point. Although these citizenship behaviors take on many different forms, Podsakoff et al (2000) argue that all can be traced back to Katz’s (1964) original dimensions which included cooperating with peers, defending the organization, providing constructive ideas, self improvement and having a positive attitude toward the organization.

Citizenship behaviors do not appear in formal job descriptions, nor are they contractually rewarded.
This definition demonstrates that OCBs are the result of previously existing conditions that lead the person to demonstrate these citizenship behaviors. In fact, OCB has been related to wide range of antecedents such as job satisfaction, leadership, fairness, perceived organizational support, psychological contract, and commitment Podsakoff et al., (2000); Ravichandran, Gilmore, & Strohbehn, (2007); Robinson & Morrison, (1995). In line with SET, OCB is engaged in by employees to reciprocate their organization for equitable treatment, and withheld when their employer does not provide adequate inducements. Organ, (1988).

**MOTIVATION – MODELS AND THEORIES:**

Organizations today need to focus more on transforming their working environments to motivate their employees to engage in behavior that is consistent with their goal especially to compete in global rivalry market. Amar, (2004). Organizations not only need to understand the importance of employees’ motivations, they also should comprehend the variances in preferences of motivation factors between various groups of employees’ generations. Failure in satisfying these aspects could result in decline of organizations’ total effectiveness. Subsequently resulting unwanted working environments which hinders employees’ contributions towards casting into knowledge-based economy. Hence, motivating employees in the present day business activities are different from years ago because each generation have their own preference in working environment and expectations from their contributions. Agarwal et al.,(2001).

Unfortunately, employees’ motivation issue is found to be as a hidden value in most organization. For instance, Giancola (2006) found many organizations still continue with their old methods and procedures in guiding and monitoring their generational diversified employees, including employment activities, operation process, organizational procedures, evaluation criteria, appraisal methods, and remuneration packages.
Motivation is one of the most important factors that affect human behavior and performance. The term motivation has been discussed and conceptualized by various researchers. Wregner and Miller (2003) described motivation as something that energizes individuals to take action and which is concerned with the choices the individual makes as part of his or her goal-oriented behavior. According to Fuller et al. (2008), motivation is a person’s intensity, direction and persistence of efforts to attain a specific objective. In recent research, motivation is defined by Saraswathi (2011) as the willingness to exert high levels of effort, toward organizational goals, conditioned by the effort’s ability to satisfy some individual need. Based on the above definition individuals’ motivations start with recognition of a desire that is not present at the time the individual noticed, followed by mental desire to achieve something, thus following by physical actions to obtain the desire.
Given below is a exhibit depicting the contemporary theories of motivation.

**ROL DIAGRAM 5: THEORIES OF MOTIVATION**

- **Frederick Herzberg’s Two-Factor Theory**

  The level of motivation an individual or team exerted in their work task can affect all aspects of organizational performance. Among all content and process theories of motivation, Frederick Herzberg’s well known Two-Factor Theory has introduced a simple yet distinctive factor of employees’ motivations. The setting of theory has separated employees’ motivation factors into Extrinsic and Intrinsic. Extrinsic Factors also well known as job context factors are extrinsic satisfactions granted by other people for employees. Robbins, (2009). These factors serve as guidance for employers in creating a favourable working environment where employees feel comfortable working inside. Intrinsic factors on the other hand are the one that actually contribute to employees’ level of job satisfactions. It has widely been known as job content factors which aims to provide employees meaningful work that are able to intrinsically satisfy themselves by their works outcomes, responsibilities delegated, experience learned, and achievements harvested. Robbins, (2009). Intrinsic factors are very effective in creating and maintaining more durable positive effects on employees’ performance towards their jobs as these factors are human basic needs for psychological growth.
Several findings have probed deeper into preferences of Intrinsic and Extrinsic work Motivation Factors for Generation X and Generation Y. From a research conduct by Ringer and Garma (2006), Generation X was found to display higher preference for intrinsic motivations compared to Generation Y. Besides, Jang (2008) has concluded that Generation Y employees seem to be more motivated by extrinsic motivation than their elder generations. They are more likely to leave their jobs when another company provides better Extrinsic factors such as pay and benefits. In conclusion, this indicates that Generation Y employees have heavier needs in Extrinsic Motivations from their jobs compared to elder generations. Moreover, Leahy et al. (2011) also concluded from their research that Generation X have higher preferences on Intrinsic Motivation Factors, while Generation have mixed preferences for both Extrinsic and Intrinsic Motivation Factors. Another research contributed by Alley (2011) also supported that Generation Y is motivated by Extrinsic Factors than Intrinsic Factors and they are highly oriented towards achievement value. Furthermore, research finding arrived from Lourdes et al. (2011) has concluded with similar statements, where Generation Y give their priorities to Extrinsic Motivations such as fixed working hours and job security, while Generation X give greater importance to Intrinsic Motivation Factors such as recognition for their work and sense of achievement received from their community. In a recent study Zhou (2012) also found similar result in which Gen Y’s are largely dissatisfied with their work, significantly more than their elder generations. Moreover, according to the Centre for Management Communication at University of Southern California’s Marshall School of Business (2012); cited from Tim, (2012), Generation Y workers are less likely to be satisfied with their jobs. The reportage commented that across all major fields and industries, job satisfaction levels for new Generation Y professionals are plummeting. Lastly, a recent research that focuses on total of 370 individuals for Work Preference Inventory, Shea (2012) has suggested that Generation Y were greatly motivated by Extrinsic Motivation Factors compared to Generation X. Vice versa, they are less intrinsically motivated than their previous generations.
All of the factors, both motivation and hygiene, can have positive and negative attributes; however, both will have an affect on the employee satisfaction or dissatisfaction none the less. The following is a glance at each of the motivation factors according to Herzberg. Achievement. An example of positive achievement might be if an employee completes a task or project before the deadline and receives high reviews on the result, the satisfaction the employee feels would increase. However, if that same individual is unable to finish the project in time, or feels rushed and is unable to do the job well, the satisfaction level may decrease. Recognition. When the employee receives the acknowledgement they deserve for a job well done, the satisfaction will increase. If the employees work is overlooked or criticized it will have the opposite effect. Work itself. This involves the employees’ perception of whether the work is too difficult or challenging, too easy, boring or interesting. Responsibility. This involves the degree of freedom an employee has to make their own decisions and implement their own ideas. The more liberty to take on that responsibility the more inclined the employee may be to work harder on the project, and be more satisfied with the result. Advancement. This refers to the expected or unexpected possibility of promotion. An example of negative advancement would be if an employee did not receive an expected promotion or demotion. Possibility of Growth. This motivation factor includes the chance one might have for advancement within the company. This could also include the opportunity to learn a new skill or trade. When the possibility/opportunity for growth is lacking or if the employee has reached the peak or glass ceiling, as it is sometimes referred to, this could have a negative effect on the satisfaction the employee feels with their job and position. The above mentioned motivational factors are clearly depicted in the exhibit below which projects Herzberg’s Two factor theory.
The following are the hygiene factors, which work in the same way with positive or negative attributes, however these factors can only have an effect on the dissatisfaction one feels.

Company Policy or Administration. An employee’s perception of whether the policies in place are good or bad or fair or not, changes the level of dissatisfaction that employee will feel.

Personal or Working Relationships. This is those relationships one engages in with their supervisors, peers, and subordinates. How someone feels about the interaction and discussions that take place within the work environment can also effect dissatisfaction.

Working conditions. This includes the physical surroundings that one works within, such as the facilities or location.

Salary. This factor is fairly simple, the increase or decrease of wage or salary effects the dissatisfaction within a company a great deal.
The success of every organization is dependent upon the employee’s work performance, loyalty, commitment etc. The best way to ensure employees commitment & loyalty is motivation. If employees are fully satisfied with their job and highly motivated then work performance efficiency & productivity level increase. According to Karen Oman, “Human beings are reciprocal. If you treat them well, they’ll treat you well, and if you treat them bad, they’ll treat you bad.”

Personal productivity is an ongoing process that heightens further as you acquire the right mindset and attitude necessary for a motivated work ethic. Motivation requires discovering and understanding employee drives and needs, since it originates within an individual.

Employee loyalty to the company is higher when the job fulfills intrinsic needs and personal goals of the employees. An organization can ensure higher loyalty and productivity from employees by assisting an individual in planning his career and providing opportunities for career development. The corporate focus must change from lifelong employment to lifelong employability in order to prepare people deal with this reality. Companies must support the individuals in planning their careers by providing personalized information on the direction the business is headed towards, setting the career expectation of people in the right perspective and responding to career initiatives of individuals.

- **Maslow’s Hierarchy Of Needs Theory**

Maslow’s Hierarchy of Needs Theory is one of the most well known motivational theories. Abraham Maslow’s theory identifies five levels of hierarchical needs that every individual attempts to accomplish or conquer throughout one’s life. The needs start with the physiological (hunger, thirst, shelter) and then move upward in a pyramid shape through safety, social, and esteem needs, to the ultimate need for self-actualization.
Given below is a exhibit showing the hierarchy of needs according to Maslow:

**ROL DIAGRAM – 7: MASLOW’S HIERARCHY OF NEEDS**

This final need for self-actualization is defined as one’s desire and striving towards maximum personal potential. The pyramid shape to the theory is intended to show that some needs are more important that others and must be satisfied before the other needs can serve as motivators. Schermerhorn, (2003).

“According to Maslow, once a lower-level need has been largely satisfied, its impact on behavior diminishes” Hunsaker, (2005). One of the difficulties with using this theory to analyze organizations is that although it may appear very easy to implement, it is difficult to relate this distinct five-level hierarchy within an organization. Many times when this theory has been used, the results show that the needs that contribute to motivation more heavily vary according to the level of the individual, the size of the organization, and even the geographic location of the company.
• McClelland’s Need Theory

McClelland’s Need Theory explores the idea that there are three major “needs” that one will acquire over their lifetime as a result of the experiences in their careers or in their own personal lives Schermerhorn, (2003). David I. McClelland believed that in order to understand human behavior and how an individual can be motivated, one must first understand their needs and inclinations. McClelland's Need Theory proposes three main categories of learned human behavior called manifest needs. The three main needs are the need for achievement, power, and affiliation. The amount and type of need varies by individual.

People with a high need for achievement are very concerned with doing their best work and setting goals to help them get there. If one does not have a high need for achievement, there is usually a lack in motivation. The need for power takes two forms: socialized power, which benefits a group, and personalized power, which benefits the self. People with a high need for affiliation expect a more personalized relationship with others at work.

The Need for Achievement encompasses the desire to do better, to solve problems, and to master complex tasks. The Need for Affiliation is the desire for friendly and warm relations with others. These are often those passive individuals that try to avoid conflict at all times, even when it might be necessary to fulfill a task. Finally, the Need for Power is the desire to control others and influence their behavior. Managers who possess the Need for Power tendencies in combination with the Need for Achievement can also be very effective managers. A manager with both characteristics would not only try to oversee the situation or environment, but also is continually looking for ways to improve the current situation and is not afraid to take on difficult projects or leadership roles. This theory may be very useful in an organization as a predictor of future managers or project leaders, however it limits the results to only three categories. In reality, all three of the needs established in this theory define an individual’s personality, which need tends to show itself in certain situations could be used as the predictor. Managers should use this theory to
identify the needs within themselves, their coworkers and subordinates to create work environments that are responsive to those need characteristics Schermerhorn, (2003).

- **Expectancy theory**

  The expectancy theory was proposed by Victor Vroom of Yale School of Management in 1964. Vroom stresses and focuses on outcomes, and not on needs unlike Maslow and Herzberg. The theory states that the intensity of a tendency to perform in a particular manner is dependent on the intensity of an expectation that the performance will be followed by a definite outcome and on the appeal of the outcome to the individual.

  Given below is vroom’s expectancy theory.

  **ROL DIAGRAM – 8: EXPECTANCY THEORY**

  ![Expectancy Theory Diagram]

  The Expectancy theory states that employee’s motivation is an outcome of how much an individual wants a reward (Valence), the assessment that the likelihood that the effort will lead to expected performance (Expectancy) and the belief that the performance will lead to reward (Instrumentality). In short, Valence is the significance associated by an individual about the expected outcome. It is an expected and not the actual satisfaction that an employee expects to receive after...
achieving the goals. **Expectancy** is the faith that better efforts will result in better performance. Expectancy is influenced by factors such as possession of appropriate skills for performing the job, availability of right resources, availability of crucial information and getting the required support for completing the job.

**Instrumentality** is the faith that if you perform well, then a valid outcome will be there. Instrumentality is affected by factors such as believe in the people who decide who receives what outcome, the simplicity of the process deciding who gets what outcome, and clarity of relationship between performance and outcomes. Thus, the expectancy theory concentrates on the following three relationships:

- **Effort-performance relationship**: What is the likelihood that the individual’s effort be recognized in his performance appraisal?
- **Performance-reward relationship**: It talks about the extent to which the employee believes that getting a good performance appraisal leads to organizational rewards.
- **Rewards-personal goals relationship**: It is all about the attractiveness or appeal of the potential reward to the individual.

Vroom was of view that employees consciously decide whether to perform or not at the job. This decision solely depended on the employee’s motivation level which in turn depends on three factors of expectancy, valence and instrumentality.

**Implications of the Expectancy Theory**

- The managers can correlate the preferred outcomes to the aimed performance levels
- The managers must ensure that the employees can achieve the aimed performance levels.
- The deserving employees must be rewarded for their exceptional performance.
- The reward system must be fair and just in an organization.
• Organizations must design interesting, dynamic and challenging jobs.

• The employee’s motivation level should be continually assessed through various techniques such as questionnaire, personal interviews, etc.

**Goal Setting Theory of Motivation:**

In 1960’s, Edwin Locke put forward the Goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance.

In simple words, goals indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in.

The important features of goal-setting theory are as follows:

• The willingness to work towards attainment of goal is main source of job motivation. Clear, particular and difficult goals are greater motivating factors than easy, general and vague goals

• **Specific and clear** goals lead to greater output and better performance. Unambiguous, measurable and clear goals accompanied by a deadline for completion avoids misunderstanding.

• Goals should be **realistic and challenging**. This gives an individual a feeling of pride and triumph when he attains them, and sets him up for attainment of next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it.

• Better and appropriate feedback of results directs the employee behaviour and contributes to higher performance than absence of feedback. Feedback is a means of gaining reputation, making clarifications and regulating goal difficulties. It helps employees to work with more involvement and leads to greater job satisfaction.

• **Employees’ participation** in goal is not always desirable.
• Participation of setting goal, however, makes goal more acceptable and leads to more involvement.

Goal setting theory has certain eventualities such as:

- **Self-efficiency**- Self-efficiency is the individual’s self-confidence and faith that he has potential of performing the task. Higher the level of self-efficiency, greater will be the efforts put in by the individual when they face challenging tasks. While, lower the level of self-efficiency, less will be the efforts put in by the individual or he might even quit while meeting challenges.

- **Goal commitment**- Goal setting theory assumes that the individual is committed to the goal and will not leave the goal. The goal commitment is dependent on the following factors:
  
  • Goals are made open, known and broadcasted.
  
  • Goals should be set SELF by individual rather than designated.
  
  • Individual’s set goals should be consistent with the organizational goals and vision.

- **Social Exchange and Equity Theory**:

  Social Exchange and Equity Theory examines the impact of exchange on motivation. There are three types of exchange relationships that people perceive they have with organizations: (1) a committed relationship held together by moral obligation, (2) a relationship based on demands and contributions, and (3) a relationship based on inequity, in which a person thinks that they are receiving less than they are giving.

- **Job Characteristics Model (JCM)**

  The Job Characteristics Model (JCM) maintains five important elements that motivate workers and performance: *skill variety, task identity, task significance,*
autonomy, and job feedback. The individual elements are then proposed to lead to positive outcomes through three psychological states: experienced meaningfulness, experienced responsibility, and the knowledge of results.

The Psychological Empowerment Theory posits that there is a distinction between empowering practices and cognitive motivational states. Empowering practices often occur through a competent manager who empowers employees by practices such as sharing information, creating autonomy, and creating self-managed teams.

In the diagram given below the core job characteristics and their outcomes are projected in the Job Design Model

ROL DIAGRAM – 9: JOB DESIGN MODEL

i. Attitudes towards work

The perceived decline in work ethic is perhaps one of the major contributors of generational conflicts in the workplace. Generation X for instance, has been labeled the ‘slacker’ generation Jenkins (2007), and employers complain that younger workers are uncommitted to their jobs and work only the required hours and little more. Conversely, Boomers may be workaholics and reportedly started the trend The National Oceanographic and Atmospheric Office of Diversity, (2006) while
Traditions have been characterized as the most hardworking generation. Jenkins (2007). Indeed, the prevailing stereotype is that younger workers do not work as hard as older workers do.

Whether the younger generations do not work as hard as previous ones is debatable. A cross-sectional comparison of 27 to 40 year olds versus 41 to 65 year olds in 1974 and 1999 indicated that both age groups felt that it was less important that a worker feel a sense of pride in one’s work in 1999 than in 1974. In both age groups, work values among managers declined between 1974 and 1999 Smola & Sutton (2002). Both age groups were also less likely in 1999 to indicate that they believed that how a person did his or her job was indicative of this individual’s worth. In 1999, both age groups were also less likely to believe that work should be an important part of life or working hard made one a better person Smola & Sutton (2002). Furthermore, older employees had a less idealized view of work than younger workers did. Indeed, it was postulated that after witnessing the lack of employer loyalty toward employees, the latter consequently developed a less idealized view of work.

Other sources of evidence do not support the claim that there is a decline in work ethics among younger generations. For instance, Tang and Tzeng (1992) found that as age increased, reported work ethic decreased, indicating that younger workers reported higher work ethics than older workers. Similarly, the 1998 General Social Survey, National Opinion Research Center Survey indicated that 44% of those aged 18 to 24 indicated that they would choose to spend more time at work, compared to 23% of workers of all ages Mitchell (2001), indicating that most younger workers were willing to try to work more, more so than the average worker. However, these findings are not very recent. The possibility that the perceptions about the decline in work ethics is accurate, but simply unsubstantiated by research due to lack of research in the area therefore remains. Nevertheless, numerous factors beyond generational factors affect the work ethics of employees. For instance, work ethic varies with education level, whether a person works full-time or part-time, income level and marital status. The lower the level of education of an employee, the higher
their work ethic has been found to be. People with full-time jobs were found to be less likely to endorse a work ethic than people with part-time jobs; and people with low incomes and those who were married tended to report stronger work ethic. Tang and Tzeng (1992).

The perception of how hard one works may also be associated with how individuals themselves approach tasks as well. For instance, boomers have often been characterized as being process-oriented, while younger generations, as being results-focused, irrespective of where and when the task is done. While younger workers focus on high productivity, they may be happier with the flexibility of completing a task at their own pace and managing their own time, as long as they get the job done right and by the deadline. Current empirical evidence does not address this particular point however.

- **Loyalty towards the employer**

Another point of contention among generations regards loyalty towards employers. While Traditionals and Boomers have been characterized as being extremely loyal toward their employers, the lack of loyalty of younger workers, especially Xers has been noted. For instance, it has been postulated that Xers may value their relationship with their co-workers above the relationship with their company, especially if this co-worker is a friend Karp, et al.,( 2002), and that giving the employer two-weeks’ notice maybe an Xer’s idea of loyalty towards the employer , The National Oceanographic and Atmospheric Association Office of Diversity,( 2006). In addition, Xers presumably view job-hopping as a valid career advancement method Bova & Kroth, (2001).

Xers presumably learned that loyalty to an employer did not guarantee job security, from witnessing job losses among parents who were loyal to their employers and played by the rules Karp et al., (2002). Xers more so than boomers have been found to report that remaining loyal to an employer was outdated and were significantly less likely to report being loyal to their employer Kopfer,( 2004). However, in that particular study, the Xers interviewed were graduate students and
the extent to which such results are applicable to non-graduate students is of course debatable.

Nevertheless, loyalty towards employers has been found to decrease, depending on how ‘new’ the generation was: the younger the generation, the least loyal the generation appeared to be. For instance, about 70% of traditionals reported that they would like to stay with their current organization for the rest of their working life compared with 65% of boomers, 40% of Xers, and 20% of Yers Deal, (2007). However, such a finding may make intuitive sense, given that humans tend to prefer the familiar and seek stability as they grow older. Consequently, they may be less desirous of going through the process of socializing into a new organization at a later stage in their lives. Smola and Sutton (2002) also found younger employees to be less loyal to their company and more ‘me’ oriented. They wanted to be promoted more quickly than older workers, were less likely to feel that work should be an important part of their life and reported higher intention of quitting their job if they won a large amount of money.

However, the perception of loyalty may be context dependent Deal, (2007). Firstly, compared with older generations, Xers and Yers do not change jobs more frequently than older people did at the same age.

Furthermore, the frequency with which individuals change jobs may also be related to the economy, as people are more likely to change jobs if the economy is good and opportunities are numerous. Finally, younger workers typically hold several jobs while still studying, but tend to stabilize with one employer as they get older. Therefore, loyalty (or lack of thereof) may be more a matter of age or other contextual circumstances than a generational trait, according to findings from Deal (2007).

Although the extent to which employees feel loyal towards their organizations appears to differ across generations, members of all generations reportedly share similar reasons for staying in their organization. In her book,
Retiring the Generation Gap, which provides a wealth of information about generational differences in the workforce, Deal (2007) reported that other factors likely to increase employees’ loyalty included for instance, opportunities for advancement and promotions, opportunities to learn new skills and develop a challenging job, as well as better compensation such as higher salaries or benefits.

Employees were also more likely to stay if the company’s values matched their own. For instance, how a business handles organizational change and manages itself as well as whether the business creates opportunities for a better quality of life, better communication, and improvements such as more autonomy, control and greater contribution to their specific job were cited as company values that mattered. Individuals were also more likely to remain with an organization if the organization respected older people with experience more than younger people, and if organizations respected younger people, at least for their talents Deal, (2007).

**Attitudes regarding respect and authority**

Xers complain about managers who ignore ideas from employees, and ‘do-it because I said so’ management O’Bannon, (2001). While younger workers complain that there is a lack of respect towards them in the workplace, older workers share similar complaints, especially regarding the attitudes of younger and newer employees toward management. Deal (2007) examined the attitudes of members of different generations relative to authority finding that 13% of members of the traditional generation included authority among their top 10 values, compared to 5% of boomers, 6% of Xers and 6% of Yers. This suggests that authority might be valued more by members of the traditional generation than members of other generations. Although the percentages are small, they lend some support to the prevailing stereotypes that Traditionals display command-and-control leadership reminiscent of military operations and prefer hierarchical organizational structures (www.valueoptions.com). However, these figures do not support the claim that Boomers presumably also prefer a top-down approach to management. Most importantly, these figures indicate that the characteristics that are often attributed to
a generation as a whole are often shared by only a small percentage of individuals within that generation.

The popular literature contains more information about how younger generations interact with authority, as opposed to how they act when in position of authority. For example, both Xers and Yers are comfortable with authority figures and are not impressed with titles or intimidated by them. They find it natural to interact with their superiors, unlike their older counterparts and to ask questions. Yers in particular have been taught to ask questions, and questioning from their perspective does not equate with disrespect. Similarly, Yers believe that respect must be earned and do not believe in unquestionable respect. While there is not an empirical basis regarding the behaviors of Yers and Xers when in position of authority, only a small percentage of the younger generations feel a need to exert authority Deal, (2007).

Younger workers like their older counterparts want to be respected, although the understanding of respect among older and younger workers differs. Older workers want their opinions to be given more weight because of their experience and for people to do what they are told, while younger workers want to be listened to and have people pay attention to what they have to say. Furthermore, older people may not appreciate equal respect showed to all, and may want to be treated with more respect than one would show someone at a lower level in the hierarchy or with less experience Deal, (2007). Therefore, meeting the expectations of respect that individuals hold may be a genuine challenge in the workplace.

**Training styles and training needs**

Generations have different preferred learning styles. The five preferred methods of learning ‘soft’ and ‘hard’ skills, from Deal (2007), are summarized in Table 1. The majority of Xers and Yers prefer to learn both hard skills and soft skills on the job, while the majority Traditionals and Boomers, prefer to learn soft skills on the job, and learn hard skills through classroom instruction. Discussion groups was
the second method of choice for learning soft skills for older workers, but was the fifth choice for Xers and the third choice for Yers. While Xers and Yers identified getting assessment and feedback as a top five method to learn soft skills, this was not the case for older generations, lending some credence to the stereotype that while older generations may be somewhat sensitive to feedback, younger generations desire it. By contrast, people in different generations had similar top five methods for learning hard skills, Deal (2007). While these methods are endorsed by a large proportion of the interviewees, individual preferences among members of a generation varied.

- Employee Job Satisfaction

Job satisfaction is the most widely investigated job attitude, as well as one of the most extensively researched subjects in Industrial/Organizational Psychology Judge & Church,( 2000). Many work motivation theories have represented the implied role of job satisfaction. In addition, many work satisfaction theories have tried to explain job satisfaction and its influence, such as: Maslow’s (1943) Hierarchy of Needs, Hertzberg’s (1968) Two-Factor (Motivator-Hygiene) Theory, Adam’s (1965) Equity Theory, Porter and Lawler’s (1968) modified version of Vroom’s (1964) VIE Model, Locke’s (1969) Discrepancy Theory, Hackman and Oldham’s (1976) Job Characteristics Model, Locke’s (1976) Range of Affect Theory, Bandura’s (1977) Social Learning Theory, and Landy’s (1978) Opponent Process Theory.

As a result of this expansive research, job satisfaction has been linked to productivity, motivation, absenteeism/tardiness, accidents, mental/physical health, and general life satisfaction Landy, (1978). A common idea within the research has been that, to some extent, the emotional state of an individual is affected by interactions with their work environment. People identify themselves by their profession, such as a doctor, lawyer, or teacher. A person’s individual well-being at work, therefore, is a very significant aspect of research Judge & Klinger, (2007).
The most widely accepted explanation of job satisfaction was presented by Locke (1976), who defined job satisfaction as “a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences” (p. 1304). Additionally, job satisfaction has emotional, cognitive, and behavioral components Bernstein & Nash, (2008). The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement. The cognitive component of job satisfaction refers to beliefs regarding one's job, for example, feeling that one's job is mentally demanding and challenging. Finally, the behavioral component includes people's actions in relation to their work, which may include being tardy, staying late, or pretending to be ill in order to avoid work Bernstein & Nash, (2008).

There are two types of job satisfaction based on the level of employees' feelings about their jobs. The first, and most studied, is global job satisfaction, which refers to employees' overall feelings about their jobs (e.g., "Overall, I love my job.") Mueller & Kim, (2008). The second is job facet satisfaction, which refers to feelings about specific job aspects, such as salary, benefits, and the quality of relationships with one's co-workers (e.g., "Overall, I love my job, but my schedule is difficult to manage.") Mueller & Kim, (2008). According to Kerber and Campbell (1987), measurements of job facet satisfaction may be helpful in identifying which specific aspects of a job require improvements. The results may aid organizations in improving overall job satisfaction or in explaining organizational issues such as high turnover Kerber & Campbell, (1987).

There are several misleading notions that exist about job satisfaction. One such fallacy is that a happy employee is a productive employee. Syptak, Marsland, & Ulmer, (1999). Research has offered little support that a happy employee is productive; furthermore, some research has suggested that causality may flow in the opposite direction, from productivity to satisfaction. Bassett, (1994). There might be a correlation but it is a weak one. Knowing that research does not support the idea that happiness and employee satisfaction creates higher production, why do psychologists and organizations still attempt to keep employees happy? Many have pointed out that psychologists' research more than just increasing the bottom line of
an organization. Happy employees do not negatively affect productivity and can have a positive effect on society; therefore, it still benefits all parties to have happy and satisfied employees. Another fallacy is that pay is the most important factor in job satisfaction. In reality, employees are more satisfied when they enjoy the environment in which they work. Berry, (1997). An individual can have a high paying job and not be satisfied because it is boring and lacks sufficient stimulation. In fact, a low-paying job can be seen as satisfying if it is adequately challenging or stimulating. There are numerous factors that must be taken into consideration when determining how satisfied an employee is with his or her job, and it is not always easy to determine which factors are most important to each employee. Job satisfaction is very subjective for each employee and each situation being assessed.

**ROL DIAGRAM – 10: JOB SATISFACTION DRIVERS**

The application of job satisfaction in the workplace is a tough concept to grasp due to its individualistic and circumstantial nature. What one employee desires from their work, another may not. For instance, one employee may put their salary in high regard, while another may find autonomy most important. Unfortunately, one aspect alone will most likely not effect an employee’s job satisfaction.
According to Syptak, Marsland, and Ulmer (1999), there are numerous aspects of a job that an organization can manage to increase satisfaction in the workplace, such as:

- **Company Policies** - Policies that are clear, fair and applied equally to all employees will decrease dissatisfaction. Therefore, fairness and clarity are important and can go a long way in improving employee attitude. For example, if a company has a policy for lunch breaks that are the same length and time for everyone, employees will see this as the norm and it will help cut down on wasted time and low productivity.

- **Salary/Benefits** - Making sure employee salaries and benefits are comparable to other organization salaries and benefits will help raise satisfaction. If a company wishes to produce a competitive product they must also offer competitive wages. In addition, this can help reduce turnover, as employees will often be more satisfied when paid competitive wages as opposed to being underpaid.

- **Interpersonal/Social Relations** - Allowing employees to develop a social aspect to their job may increase satisfaction as well as develop a sense of teamwork. Co-worker relationships may also benefit the organization as a whole; given that, teamwork is a very important aspect of organization productivity and success. Moreover, when people are allowed to develop work relationships they care more about pulling their own weight and not letting co-workers down. Employee involvement groups are a good way to help employee's interact with individuals outside of their department or organization.

- **Working Conditions** - Keeping up to date facilities and equipment and making sure employees have adequate personal workspace can decrease dissatisfaction. A cramped employee is a frustrated employee plus faulty equipment provides frustration in trying to get work done.
• Achievement - Making sure employees are in the proper positions to utilize their talents may enhance satisfaction. When employees are in the proper role and feel a sense of achievement and challenge, their talents will be in line with the goals best suited for them.

• Recognition - Taking the time to acknowledge a job well done can increase the likelihood of employee satisfaction. Positive and constructive feedback boosts an employee's morale and keeps them working in the right direction.

• Autonomy - Giving employees the freedom of ownership of their work may help raise satisfaction. Job satisfaction may result when an individual knows they are responsible for the outcome of their work.

• Advancement - Allowing employees, who show high performance and loyalty, room to advance will help ensure satisfaction. A new title and sense of responsibility can often increase job satisfaction in an employee.

• Job Security - Especially in times of economic uncertainty, job security is a very high factor in determining an employee's job satisfaction. Giving an employee the assurance that their job is secure will most likely increase job satisfaction.

• Work-life Balance Practices- In times where the average household is changing it is becoming more important for an employer to recognize the delicate balancing act that its employees perform between their personal life and work life. Policies that respond to common personal and family needs can be essential to maintaining job satisfaction.
Given below in the exhibit are the factors that contribute to Job Satisfaction.

**ROL DIAGRAM – 11: FACTORS AFFECTING JOB SATISFACTION**

- **Mentally Challenging Work**
- **Supportive Working Condition**
- **Supportive Colleagues**
- **Personal Fit**

**Work Expectations:**

Generation X: This generation includes individuals born between 1966 and 1979. The members of Generation X feel underappreciated and discarded as the children of workaholic baby boomer generation. The children of this generation, whose parents work, have a rather high self-confidence. The members of Generation X tend to desire a balance between life and work more. Trusted by their organisations to an extent, Generation X employees are less loyal than veterans and baby boomers. However, this disloyalty is not unfavourable altogether. Because, they tend to accept change (especially regarding technology); since they are more goal-oriented, they expect feedback from their managers to improve their performance.

The members of Generation X witness their workaholic parents be fired from their jobs and/or belong to families divorced due to failure to maintain work-life balance. Generation X grows under financially and socially insecure conditions.
where rapid change occurs. This generation are also called “latch key kids”. These children are named so, since they open the doors to their homes by themselves because both of their parents are at work when they come home and they have to wait for them by watching TV, playing computer and video games at home and occasionally spending time with a small group of friends.

The positive characteristics of this generation are multitasking, peace attained by adapting to change and differences, technical competence, creativity, innovativeness, independence and creation of practical solutions in problem solving. Generation X members consider baby boomers as overly cautious, competitive, blindly loyal and extremely keen on hierarchical structuring.

The characteristics of Generation X may be summarized as the following:

Autonomy and independence are important values.

- They prefer open communication.
- They want to seek and find reasons behind events.
- They do not believe in official payments.
- They believe in the balance between life and work. They seek a shared goal (Generation X is especially inspired by visions of business places).
- They are willing to assume the leader role at workplace.

Generation Y: Generation Y is a sophisticated generation comprised of individuals born between 1980 and 1999, most of whom are well-educated, proficient in technology like never seen in the past and travel a lot. The members of this generation live in the world of computers, internet, DVD’s and cellular phones. They are goal-oriented rather than process-oriented. They are sensitive to social duties and moral values; but they value earning money. It is also important for this generation to make a contribution to society and social roles.
The main characteristics of Generation Y may be summarized as follows:

- They have a wide understanding of information technologies and mass media.

- They have sound work ethic principles, entrepreneurial spirit and sense of responsibility. They can easily accept change.

- They seek building a more tolerant and open society.

- They consider solidarity, cooperation and communication as important values to achieve goals. They have high self-confidence regarding the future and have a positive view of it.

- Making an effort towards their personal development via coaching and mentoring is an important value. They are well-educated. They consider success in their field of skill and expertise important.

- They do not commit themselves to their companies for a long period; however, they have personal commitment towards employees.

- Personal values and goals are more important than the ones related to work.

- They may quit their jobs for more money and more flexible working programmes.

This generation wants immediate feedback and reward. Motivating employees by intimidation is not a proper approach for every generation. Such a situation may pose a quite serious problem for Generation Y. Employees of this generation have different communication skills and managers have to notice this. They do not communicate like Baby Boomers and Veterans do; they gain knowledge, learn and communicate with each other via e-mail, cell phone text messages, social network sites, blogs, Google and other types of technology. Individuals who manage the members of this generation need participatory management experience and channels through which they can use more
communication skills. This generation can never tolerate ineffectual meetings. For them, it is important and effective that they learn, their attention is drawn and they are convinced that acquisitions will be needed. Learning is only necessary when it is goal-oriented for employees of this generation; hence, learning activities shall be based on more practice and less theory. Generation Y embraces flexibility and freedom in determining their own working hours, possesses independence and autonomy in their work life alongside a sense of belonging, wants to create opportunities in order to learn new things, values differences in society, security and work-life balance and wants to have a meaningful job.

In their working life, employees of this generation expect open communication and do not care about titles and positions as long as they are given feedback. This generation is accustomed to receive rewards; however, a manager who is to give negative feedback has to possess the skills to handle the situation. This generation’s employees consider feedbacks and training provided by most of their work leaders in order to improve personal and organisational performance to be unnecessary. The members of Generation Y are not aware of the amount of education they need. For this generation, what and for what they will acquire in the short term is important. Since they do not develop a commitment to an organisation in the long-term, they show resistance against this type of training.

Most of Generation Y employees seem to want everything; however, they value being assisted via mentorship in the global world more. Nevertheless, it is very difficult to find older and experienced employees in organisations who want to spare time for other employees. Obviously it is significant that older employees transfer their knowledge to the youth. The young generation will thus learn the culture and policies of an organisation. Nonetheless, Generation Y is reluctant to obtain said knowledge from an older generation and prefer learning it from their own friends and by experiencing with their teams. This generation is also sensitive about skill-based appointment and career development. They prioritize appointment on the basis of skill and capability against appointment depending on rank.
Generation Y is a generation that is keen on its independence, proficient in technology, works hard and shows flexibility, which is quite similar to Generation X in this regard. However, Generation Y is less aggressive than Generation X when their independence is at stake. This generation has work contracts but no commitments. Both Generation X and Y are less committed to their jobs compared to Baby Boomers and Veterans. Furthermore, both generations believe that life is more important than work; this is especially the case for Generation Y. They embrace the philosophy of “work to live” instead of “live to work”. This generation believes that long work hours deteriorate the quality of life and that living in balance is dependent on working more carefully.

It is observed that both Generation X and Y employees have a good understanding of technology, but are not very successful or adequate in interpersonal relations and communication skills compared to the other generations. Especially Generation Y has little patience and does what it desires instantaneously. This generation can easily get bored.

There is only a limited literature on how this generation is to be managed. Steiner (2007) states that there are millions of individuals belonging to Baby Boomers generation in the labour force market that will retire shortly and Generation X and Y employees will replace these to a large extent. Dooley (2007) also emphasises that 40% of the labour force market will be comprised of Generation Y employees in 15 years. Apparently, most of the Baby Boomers are pressured into retiring or resigning due to financial crisis. In this case, Generation Y will largely dominate the labour force market.

Houlihan argues that for successful management it is necessary to understand general differences between generations, to have knowledge regarding the strong and weak aspects of generations and to determine a management style for each generation.

Generations X and Y differentiate greatly from the prior generations in terms of job commitment, expectations from the organisation and management, preferred
learning methods and expectations from counselling services. It is seen that Generation Y is less committed to their organisations, wants less supervision, is proficient in information and computer technologies, is more independent, does not associate respect with authority and believes that respect should be earned, expects leaders to be independent, is focused on problem solving and decision making and may act individually rather than building a team. Despite demonstrating similar characteristics to Generation Y, Generation X acts rather as a team, want instantaneous and continuous feedback and wants to work more when necessary and so as to earn more money.

Work Expectation: In an organisation, one of the main factors that determine the relationship between individual and organisation is the expectations of the individual. This is due to the fact that an individual joins an organisation in order to realise certain expectations and one’s actions during one’s time in the organisation are affected by the expectations this individual initially has as well as those adopted during one’s work life. The Oxford Dictionary defines expectation as “a strong belief that something will happen or be the case” and “a belief that someone will or should achieve something”. According to Hampton et al. expectation is a belief regarding which action causes which result. Expectation from a job, on the other hand, is anything that employees consider probable to happen in their jobs at the current moment or in the future, whether spoken or not. Job expectation is a concept that indicates, between employer-employee, what one party shall do in return for what the other gives and finds its theoretical basis in a “psychological contract”.

The expectations of employees at organisations are categorised in various ways. Mullins (1996, p. 481) classifies these expectations under three categories: economic rewards, intrinsic satisfaction and expectations from social relationships. In some job satisfaction studies, job satisfaction is defined as fulfilment of expectations regarding different dimensions of a job. In this respect, job expectation is categorised into expectations from the job itself, colleagues, wages, opportunities for promotion, supervision, work groups and subordinates, working conditions and organisational environment.
Inscape Publishing, on the other hand, classifies job expectations under ten categories: (1) Organisational structure: What an organisation and organisation’s employees want to do, how they do it and how they reach resources, (2) Diversity: Working with individuals with diverse points of view and backgrounds, (3) Recognition: A working environment with approval and rewards, (4) Autonomy: Individuals’ autonomy and freedom in determining how to perform tasks and decision making,

(5) Environment: Relation between individual’s happiness and social and physical environment of workplace, (6) Expression: A working environment suitable for sharing and expressing ideas openly, (7) Teamwork: Executing common and share values in cooperation in order to achieve goals at work, (8) Stability: Job security and consistency in working environment, (9) Balance: A balance between personas and organisational goals and (10) Career Growth: Career planning in order to realise personal expectations.

It is apparent that the concept of job expectation is closely related to morale, motivation and job satisfaction concepts. Morale, which is described by Engel as “professional interest and effort displayed by an individual to achieve personal and group goals in a job situation”, increases as individual fulfils her expectations from the organisation or feels that she may fulfil them; otherwise, it decreases. High morale is a valid indicator demonstrating that the individual is satisfied with the operation and achievements of organisation. Since high morale in employees leads to improved employee attitude, stronger commitment, less absenteeism, fewer complaints, more effort, less wasted time, more significant activities and creation of a cooperative environment, employees’ high morale is considered to be important in achieving organisational goals.

Another concept that is closely related to expectations is “motivation”. Owens defines motivation as “an intrinsic situation that moves or actuate individuals” and states that motivation is comprised of intrinsic conditions identified as desires, wishes, motives etc. The concept of motivation involves variables that are
effective on commencement, direction and intensity of behaviour. If these variables are known, they may be oriented in order to help individuals contribute to organisational goals at the highest level. Understanding motivation means understanding the reasons behind people’s behaviours. Because, behaviour is an effort to satisfy needs that motivates an individual. For this reason, the basis of understanding motivation in organisations lies in understanding needs that motivates individuals in that organisation.

Expectations in an organisational environment may be grouped in two with regard to their relation to motivation: (1) the expectation that effort leads to performance and (2) the expectation that performance leads to reward-output. Performance is the degree to which an individual successfully accomplishes a task. It is affected by various factors such as individual’s skills and characteristics, role clarity and acceptance and benefits. In short, according to “expectation motivation model”, due to an expectation regarding effort leads to performance and performance to output consecutively and the possibility that outputs providing a valued reward, the individual is motivated to perform. Under these circumstances, organisation managers, who expect high performance from their employees, have to know about their expectations and try to fulfil these expectations within the confines of available resources in order to motive them.

The fulfilment of an individual’s job expectations is also related to job satisfaction. Lock (1976) defines job satisfaction as “individual’s appreciation of her job or job related life as a state resulted in pleasure or positive feeling”. In its broadest meaning, job satisfaction may be defined as a positive feeling in an individual created by the degree to which her expectations from her organisation and job are realised. Cockburn states that job satisfaction varies depending on the degree to which an individual’s needs that are to be satisfied in a job are actually satisfied. Individuals who lack job satisfaction and are unhappy, have rather low affinity towards their jobs, frequently show up late and be absent at work.
Studies of Buckley, Veres, Fedor, Wiese and Carraher (1998), Turnly and Feldman (1998) and Wanous, Poland, Premack and Davis (1992), in addition to the study of Inscape Publishing (2001), demonstrate that clear statement of job expectations to employees causes an increase production, decrease the number of resignations, leads to higher commitment to job and causes to develop a positive attitude towards working. Especially employees today want their job expectations to be determined and defined clearly. Unspoken and unmet expectations may cause a decline in production and job dissatisfaction in employees; employees may further feel distraught and disrespected. In such cases, employees start displaying emotional distrust and discrimination against their employers, accompanied by decline in production and even resignations under suitable circumstances.

Apparently, in today’s business world, when employers discuss their employees’ expectations openly, the properties of rarely spoken psychological contract are expressed and work relations become more efficient. According to Turnley and Feldman, studies also actually show that expectation is the key concept in management and these shall be communicated. If an employer is unaware of her employees’ expectations, there will be no opportunity for both organisation and employees to learn in order to eliminate and minimize negative consequences.

Since it is necessary to determine job expectations that have an integral role in employee’s job satisfaction, morale, motivation and obviously efficiency by management through deliberate research, determining these expectations on the basis of working generations poses further importance. This is due to the fact that, as discussed above, there are significant differences between generations’ job expectations.

**GENERATION AND WORK EXPECTATION:**

The literature and researches relating to the 11 areas of work expectation, studied by the researcher have been reviewed below.
★ Autonomy:

A study - Understanding Generation Y What You Need to Know About the Millennials Conducted by www.PrincetonOne.com in collaboration with Buddy Hobart, Solutions 21,(2009) speaks about the myths about Gen Y and the reality.

Myth 1: Generation Y is Lazy The first myth about Generation Y is that it is lazy. Though Gen Yers place a high value on family, friends and leisure, they also possess a good work ethic. According to a monsterTRAK® survey of 2004 graduates entering the workforce, one of the top goals of Generation Y was to “work faster and better than their coworkers.” This shows Generation Y’s desire to excel and make a contribution at work. A national survey was conducted by Solutions 21 asking generational group members what qualities make someone successful. The top virtue chosen by Baby Boomers was “hardworking.” This is not unexpected considering Baby Boomers’ outstanding work ethic. Surprisingly, Generation Y members also selected “hardworking” as their number one quality, which demonstrates that the group understands the direct connection between hard work and success. Though Gen Yers are hard workers, they do require that their work be meaningful and interesting. Many managers read into this and assume that all Generation Y employees want easy, fun and exciting work. Instead, Gen Yers would like their assignments linked to a more important goal. Put another way, Generation Y wants to know why they are doing work and how it contributes. By taking just a few minutes to explain the bigger picture, a leader will not only experience a more productive result, but also keep the employee engaged and motivated. Another adjustment management needs to make is to be open to suggestions about the tasks they assign. As Generation Y members tackle new tasks, they are constantly thinking about how to do them better and faster. Generation Y is not locked into the mentality of “it has always been done this way.” If there is a more productive solution, Gen Yers will find it and expect to both share their findings and help implement the improvement. Leaders must make time to listen to these suggestions. Additionally, managers should learn about Generation Y’s values and personal goals.
and then incorporate them into assignments. Leadership needs to offer this group challenges, teach it new skills and enlist its fresh perspectives.

In an article by Generation Y: Are we preparing leaders to deal with new employee expectations? Says that, Generation Y are more autonomous, seek greater control over their work, are ready to be more accountable and are looking to make an impact on the bottom line. They’re loyal to their skill and not to their company. They no longer believe in hard work nor in working long hours. They expect to co-create and work transversally to solve real business issues. Executing tasks or parts of a system or process will frustrate them greatly. They expect to have more control over their work and be able to personalize their work to suit their personal routine. They expect more on managers empowering them as employees, rather than adopting directive management styles. They expect their managers to be flexible in how work is organized and delegate real responsibilities and not simply tasks. They want their managers to focus not only on the short term but also the long term: develop employees by offering them more structured career paths and internal mobility.

In the study done by Perception vs. Reality: 10 Truths about the Generation Y Workforce done by Dr. Randall S. Hanself founder of Quintessential Careers, (2012) the following was stated:

Generation Y Perception: Little Respect for Authority. Reality: While some people refer to this cohort of people as Generation Why for a reason, it is not so much an issue of a lack of respect for authority as much as it is that this group has been raised by their parents to question everything and raise questions when they don't understand something. This generation is very independent and not afraid to challenge the status-quo. Many in Generation Y want a relationship with their boss like the ones they have with their parents. It's not that these folks have little respect for authority; on the contrary, they feel employers do not respect them. The key for employers is realizing that asking questions can often lead to answers and solutions that are actually more efficient and effective. Unlike with any other set of workers in
the past, employers must also provide more autonomy -- and trust Gen Y workers to complete the work. Generation Y workers should learn to choose battles carefully, not question every single decision made, and give employers a chance to adapt to their style of work. In her book, Managing the new Generation, Carolin Rekhar Munro, says while Gen Y expects support and clear instructions on projects, they want autonomy to chart their own path and pace to achieve goals. They do not conform readily to standards. They confidently challenge status-quo often expecting their seniors to explain why workplace practices make good business sense. They question lines of authority, workplace protocol and etiquettes. When they first join organizations, they are on a heightened alert looking for evidence of alignment between their expectations and organizational realities.

The Delloitte Millennial Survey, (2015) says that Millennials believe that an organization’s treatment of its employees is the most important consideration when deciding if it is a leader. They then consider its: • Overall impact on society; • Financial performance; • Record for creating innovative products or services; and • Whether it has a well-defined and meaningful purpose to which it is true. When evaluating leadership, Millennials give little regard to an organization’s scope or scale, its overt charitable activity, or the profiles of senior executives. Overall, Millennials regard businesses’ approach to leadership as perhaps too traditional or inward-looking. While they believe the pursuit of profit is important, that pursuit needs to be accompanied by a sense of purpose, by efforts to create innovative products or services and, above all, by consideration of individuals as employees and members of society. These ideas are demonstrated by the organizations and sectors Millennials recognize as being leaders.

This generation Y is more vocal in expressing their needs, probably because of the period of time in which they grew up shaped this mindset. They seek autonomy in how, when and where they work. Co-incidentally, greater freedom and flexibility is beginning to emerge in workplaces for all demographics as work becomes more mobile and flexible in response to a number of drivers.
A Study on ‘Generation Y’ Behaviours at Workplace in Penang by Md. Aminul Islam, Teh Wee Cheong, Dayang Hasliza Muhd Yusuf, Hazry Desa (2011) state that Gen Y has a strong need to self-manage their work. They want to be given goals and targets but want to be left to their own devices to get the job done. They want their managers to be coaches and help them to navigate their work and life and to support their development. The researchers also found that Gen Y want to learn fast, to adapt with speed and to change tack with elegance and to do this they need more frequent feedback and more support and mentoring. This generation can manage their own learning and how they can work with their peer groups to create a more frequent flow of information and feedback. Gen Y appreciates clear direction, demand immediate feedback on performance, expect to be consulted and included in management decisions, and demand constant intellectual challenge, opportunities for learning, and meaningful work. Part of the challenge is to manage attitudes.

Autonomy is closely linked to the idea of self-managing and being in charge. Gen Y tends to be in charge of their work, career and life. This generation is vocal in expressing their needs, the period of time in which they grew up shaped this mindset. For them jobs for life and delayed gratification are outdated concepts and Gen Y do not expect this. In such a situation it is not surprising that keeping one’s own skills fresh and relevant and looking for new challenging opportunities is not an expression of egoism but rather an expression of being realistic about the workplace they inherit. During the economic crisis, it has shown that Gen Y are reflecting upon and integrating the economic changes into their relationship to work and life in difficult times. Gen Y is reflexive when it comes to careers and lives. Gen Y is in an ideal position to shape their own life courses by reflecting upon, referring to, and making sense of past experiences and potential futures.

Gen Y seeks autonomy in how, when and where they work. Co-incidentally, greater freedom and flexibility is beginning to emerge in workplaces for all demographics as work becomes more mobile and flexible in response to a number of drivers. The pressures of attracting skilled and talented people were in short supply in tight labour markets but now not so acute; retention of the best people remains a
critical concern for businesses. Flexible working therefore remains a crucial tool for holding on to key people so that the business is ready for the up-turn when it comes. Many businesses are re-discovering in these challenging economic times what some have known for a while, which is that flexible working can create substantial cost savings on office overheads.

In an article posted on TELUS International (2012), Jeff Gangemi states that Millennials are a powerful and creative force, yet thirsty for autonomy. In fact, as a BPO customer service organization, 80% of their employee population is Gen Y. Here are a few tips to getting the most from this talented group:

- **Define their jobs but don’t micromanage:** Provide Gen Y with a clearly defined job structure but without micromanaging. Ensure that they know what they need to do (clear expectations and timelines) but that they can tackle the job on their own terms and have their voice heard along the way.

- **Look out for them:** As Millennials advance their own careers, be sure to provide regular feedback and guidance. It’s important to encourage their self-assuredness and “can do” attitude, while letting them know that someone appreciates and believes in their capabilities.

- **Don’t limit them:** These super-star multi taskers do not want to be confined to one activity; they need variety in their work, including things that challenge them. Leverage their tech savviness with tools, software and social media. And be sure to give them a voice. Millennials have strong ideas and opinions. Feeling heard keeps them engaged.

Steelcase Workspace Future (2009) conducted a nine months study on the Gen Y demographics. It is a 360 degree research. The study states that Gen Y have lived their lives filled with activities and are thus skilled time managers and multitaskers. They strive for maximum results with minimal effort. They are very efficient and don’t get caught up in details. They possess a self-confidence that allows them to analyze problems, select options and move on. They don’t sit around
and wait for things to happen because they know they can make things happen. They care about the world and want to make a contribution that will make the world a better place. They’re concerned about the environment, minority rights, and saving the planet. They want to make a positive contribution to the world. “If there is one word to use to describe Generation Y, it’s empowerment, this is a generation with a tremendous amount of self-confidence. They are civic-minded, optimistic, and want to be involved in their futures. They are going to come on very strong.” (Generation Targeted Marketing Corporation) “I think it has a lot to do with the high expectations they are brought up with. ‘You can do it. You can have what you want.’ “Generation Y members are bright, insightful, fascinating, challenging and inquisitive young adults who are ready to change the world. The question is, are we ready?” (anonymous) “They have an optimism and responsibility that leaves older generations’ empty moralism in the dust.” (anonymous) “Millennials are the first generation who don’t remember an era without cyberspace. They expect to be able to instantly communicate their opinions with each other and to whomever they want...anywhere and at any time. And it’s not a sense of entitlement or self-importance, as some would have you believe, it is their experience that informs them this is possible.”

The studies’ major findings with regard to Empowered, Risk Takers, Entrepreneurial cited the following expectations from Gen Y:

- Desire and drive for leadership roles
- Drive for meaningful work and impactful role: “see my work, not my age”
- Peer-to-peer consensus,
- It’s career-building, not job-hopping

Gen X Is From Mars, Gen Y Is From Venus: (Jan 2014) A Primer On How To Motivate A Millennial in the Forbes website give the following views about Gen Y’s need for autonomy: Xers view the boss as an expert—someone whose hard-earned experience and skill demand consideration and deference. Access to authority
is limited and must be earned. By contrast, Millennials think they can go in on the first day and talk to the CEO about what’s on their mind. The Generation X manager thinks, ‘What are you doing??’” It’s only natural for millennials to feel that way, given how their Boomer parents raised them to believe that their voice matters. If a manager asks a Generation X employee to jump, the employee jumps and then asks, “Was that high enough?” But if a manager asks a millennial employee to jump, the employee is more likely to furrow an eyebrow and ask, “Why...?” Even the best millennial employees will react in that manner. This may feel like a mutiny, but it’s not. The millennial has been raised in an environment in which they are encouraged to engage and question authority; why would they accept a lesser bargain in the workplace? Bear in mind again that millennials are the offspring of the Boomer parents who spent their formative adult years questioning authority. Gutfreund says that managers thus need to understand the benefit of shifting from “a command and control style to a more inclusive management philosophy.

Managing Career Aspirations Of Generation Y - A Key to Business Excellence published in the Global Journal of Multidisciplinary Studies, (Volume 3, Issue 5, April 2014) by Dr. Pratibha Kumar gives the following insights: They despise traditional command-and-control type of management still popular in much of today's workforce. They are not fond of the top-down leadership style that has until now dominated the professional world. They want to be trusted and respected by their boss. Their ideal manager is a coach and mentor, or a friend, rather than someone who directs or examines and audits. They require continuing education, responsibility, flexibility, and personal goals from their employer. Generation Y employees need autonomy to carry out the work. They do not prefer to be micro-managed and constantly monitored. Generation Y employees expect their managers to be good mentors as “generation Y craves continued education from their colleagues. They seek challenging tasks and have a desire to gain knowledge.....” Managers must be taught how to coach and mentor their employees and be friend to them and to give up the controlling, directing, examining and auditing style of leadership. It has been suggested that management should pay careful attention to
employee feelings of engagement, empowerment, purpose and future development if they are to retain and foster young talent in their company. Similarly, analysis of the report on generation Y suggests that being involved in work that is challenging and interesting is a top priority for Gen Y. It is further observed that Gen Y also has to feel that their work is worthwhile and makes a valuable contribution to the economy or society. This feeling has to be created in the employee by the management through a structured system.

The above mentioned research studies clearly indicate that Gen Y expect a high level of autonomy in their workplace. The typical bureaucratic, controlling, directing type of management should give way to flexibility and tolerance at workplace. An office environment and culture should be such that enables individuals and teams to collaborate and engage with each other. Organisations should view Generation Y ‘s confidence and autonomy as a source of business advantage and work in that direction.

**Work life balance:**

Great expectations: managing Generation Y – a study conducted by ILM and Ashridge Business School (2015) examines the attitudes and expectations of Generation Y graduates and their managers in relation to work. Despite their high career expectations and ambitions, graduates do not buy in to a long-hours culture in the same way their managers do.

- Work-life balance is among the top five things graduates want at work.

- 63% of managers take work home at least once or twice a week, compared to 38% of graduates.

- A quarter of graduates never take work home, compared to just 6% of managers.
- 19% of graduates never switch on to work outside of the workplace, compared to 4% of managers.

- 39% of graduates do personal activities at work at least once or twice a week, compared to 25% of managers.

Ambitious as Generation Y graduates are, and keen to progress to a management position with greater status and salary, they also say that work-life balance is very important to them. Worklife balance is among the top five things that graduates want at work. However, graduates and managers have very different attitudes towards work-life balance and commitment to work. Graduates do not appear to buy in to the long working hours culture in the way that recent generations – including many of their managers – have. Graduates are much less likely than their boss to take work home with them, and if they do it is likely to be less frequently. A quarter of graduates never mix work with home life, compared to just 6% of managers. Two thirds (63%) of managers take work home at least once or twice a week, and 28% four to five times a week or more, compared to 38% and 17% of graduates respectively. Despite their desire to become a manager quickly, most graduates are unwilling to model the behaviour of their own managers as a way of advancing their careers. The current generations of graduates are more able to separate work from the rest of their life. Almost one in five (19%) graduates never switches on to work outside of the workplace. But only 4% of managers are able to completely switch off from work and 19% are always switched on to work when they are not at work.

At work the situation is reversed, with graduates far more likely to be doing non-work activities on company time than their bosses. Over a third (39%) of graduates engage in personal tasks while at work at least once or twice a week, compared to 25% of managers.

A Study on ‘Generation Y’ Behaviours at Workplace in Penang (2011) by Md. Aminul Islam, Teh Wee Cheong, Dayang Hasliza Muhd Yusuf, Hazry Desa state that Gen Y see work-life balance as important particularly in relation to
technology. Technology allows Gen Y to work flexibly but they recognized the negative work-life balance impact. Some young employees worked long hours and saw this as essential for their job and to get ahead. Some focused more on achieving work-life balance through for instance not working on weekends. Some were clear care about the impact of work on their life and saw the long hours working culture as harmful to them. Regardless of which type these young employees took in respect to work-life balance one thing was clear, the most important element in relation to work-life balance is that they want autonomy over when and how to work. Making a lot of money tends to be less important to Gen Y than contributing to society, parenting well, and enjoying a full and balanced life.

More than 16,000 young people from 43 countries including Australia were surveyed for a report by INSEAD Emerging Markets Institute (August 2014), the HEAD Foundation and Universum entitled Understanding a misunderstood generation. INSEAD is a think tank dedicated to issues related to economic development and business in emerging economies, the HEAD Foundation is devoted to research and policy influence in the fields of human and social capital and higher education in Asia and Universum works with employers on talent acquisition.

The report, found 73 per cent of Generation Y or Millennial workers (born between 1984 and 1996) thought balancing work and play was more important than a higher salary or a prestigious position within a company. Unlike generations before them, 42 per cent said they’d strongly prefer to have no job than one they hate. Having a work-life balance is more important than a hefty pay packet for the majority of young workers surveyed in the world’s largest independent study on Generation Y.

In the article titled, They don't live for work ... they work to live (2009) Anushka Asthana cites the following views on Gen Y’s need for work life balance: Procter and Gamble has already adapted its recruitment efforts and what it offers to meet the needs of Generation Y. Instead of just stressing higher salaries, this international company is highlighting the opportunity for flexible hours, the chance to work from home, the offer of up to a year of 'family leave' to look after children
or elderly parents, and the promise of regular three-month sabbaticals. Similar packages are being offered by companies across Britain.

In his open-plan office in the centre of Aberdeen, Simon Chinn, 25, a senior consultant at a recruitment agency, rushed between meetings last week. He admitted that one thing that attracted him to the firm, Thorpe Molloy Recruitment, was the fact that it was flexible when employees asked for time off. In two cases colleagues travelled for a year before returning to the same job. Chinn argued that it also played an important role for the candidates he was helping to recruit. 'There is an oil service company in Aberdeen that has a very attractive benefits package,' he gave as an example. 'There is a good pension, gym membership in the office, opportunities for travel and sabbaticals. People can take time out and come back to the job. That does attract the best talent.'

This study found that 85 per cent of Generation Y wanted to spend 30 per cent to 70 per cent of their time working from home. More than half wanted a flexible working arrangement. The top priority when choosing a job was 'doing work that I love'. 'Earning lots of money' was far behind, in seventh place. When it came to walking away from an employer, a lack of motivation was the top reason followed by a work-life balance leaning too far towards the job. 'The Boomer generation [who are over 45] created the culture of long working hours and Xers [aged between 28 and 45] reluctantly accepted it,' the report said. 'But not Generation Y. While they are not work-shy, they don't live to work. They will get the job done on time ... but on their own terms.'

The study Generation Y and Work/Life Balance - What are their expectations? By Michelle Uba, Jarret Dark, Megan Duquette, Madison Yendt, Marta Gnatek and Braden Gallant. (2012) states that Millennials desire a work/life balance that will allow them to balance play with work. Giving Generation Y flexibility within their schedules would allow them to pursue the activities they enjoy outside of the work place while maintaining a high level of productivity. According to Westerman and Yamamura (2007), Generation Y appears to want a
work/life balance that offers flexibility in defining who they are within their job. Generation Y presents a challenge to managers who must train and motivate them in order to ensure their strengths become a benefit to the company. It is evident that a greater emphasis will be placed on work/life balance in the coming years as Generation Y aspires for a work/life balance. Crumpacker & Crumpacker, (2007); Zemke et al., (2000) to achieve professional satisfaction and personal freedom Sayers, (2007).

Generation Y’s expectations for their future involve flexible work hours for family, maintaining relationships and their health. Many people enjoy going to the gym, but sometimes with long work days, insufficient break time along with commitments after work it could be very hard to fit the gym into a person’s day. Generation Y also would highly value the opportunity to work from home if it is suitable to their occupation in order to achieve the balance they want. This is becoming increasingly more popular as interconnectedness continues to increase in the workplace, and being present isn’t always needed. Generation Y is very technologically savvy and the majority of participants in our questionnaire would enjoy working from home.

Generation Y is concerned with how much time they will have to maintain relationships with family and friends without interference from their jobs or workplace. They want flexibility in order to not miss out on things they deem important. They generally do not plan on working too many hours of overtime, as seen by the question that asked how strongly they relate to the idea of I live to work, in which very few respondents identified with the statement. Findings of this study show that Gen Y marketing professionals consider work-life balance issues very important in making career decisions. Gen Y marketing professionals feel that a healthy work-life balance positively affects their job satisfaction, job performance, and ethical decision-making. They want to work for employers who offer flexible working hours and 2 special holiday hours. The study’s findings show that females consider work-life balance issues to be somewhat more important than males, but the differences are insignificant. Research Questions Anecdotal evidence, news
stories, and research suggest that the Gen Y generation, compared to their predecessors, is placing more emphasis on work-life balance. Future marketing professionals consider work-life balance to be important. In deciding on a career, they consider how work-life balance will be affected. Availability of flexible work arrangements is an important consideration in choosing their employer. Future marketing professionals strongly agree that the availability of flexible work arrangements is important to long term job satisfaction and that flexible work arrangements are especially important to employees with children.

The first research question is: Do future marketing professionals consider work-life balance issues to be important when making job decisions? Results indicate that the answer is a definite "yes. Future marketing professionals think that a healthy work-life balance leads to better job performance. In addition, they think that a healthy work-life balance promotes better ethical decision making on their part.

The second research question is: Is there a significant difference between the work-life balance perspectives of male and female Gen Y marketing professionals? Findings indicate that the answer to the second research question is no. Based on the survey results, there was no significant difference between perspectives of Gen Y male and female respondents.

To help their employees achieve a healthy work-life balance, employers should consider offering flexible work arrangements: flex-time, part-time work, job sharing, work-at-home options, summer or holiday hours, and telecommuting. Future marketing professionals are particularly concerned with the availability of flex-time, work-at-home options, special summer or holiday hours, and telecommuting.

The PwC NextGen survey of 44,000 workers, in conjunction with the London Business School and the University of Southern California (2011), reveals Generation Y are more likely to stay in a job if they feel supported and appreciated, are part of a cohesive team and have greater flexibility over where and how much they work. Gaenor Bagley, head of people at PwC, said: "Generation Y want more
from their jobs than just financial reward. A strong and supportive team, flexibility and work/life balance are far more likely to keep this generation motivated at work and many would be willing to forgo pay rises and promotions for greater flexibility.

“Gen Y wants to work their way” a study by Cosima Marriner Sun-Herald senior writer (2013), published in The Age, observes the following: Gen Y people aren't prepared to fall into the "treadmill trap" of their parents by sacrificing their work-life balance. The Young Professionals Research Report found that while this generation - born between 1982 and 1999 - aspire to have a good job, a house and a family like their parents, they don't want their life to revolve around work. "They want the same things as their parents, but they want to do it in their own way, with a greater eye on the work-life balance," says CPA Australia's Rob Thomason. "They don't want to work as hard and make the same sort of sacrifices."

Social researcher Neer Korn said Gen Y had seen their parents' regret at working too hard at the expense of family time. Men of this generation expect to be much more involved parents than their fathers, while women saw how difficult it was for their mothers to have a family and a full-time career. Gen Y told researchers they want employers to understand they have interests outside work, and to recognise their personal goals and values.

In the article - Forget Balance! Gen Y Wants Work-Life Integration a study by Lauren Lee Anderson (2011) “When Millennials say they want ‘balance’, they don’t mean work less. They mean work differently and more flexibly. There’s a big difference”. The problem with understanding of millennials is that the traditional language around describing work-life balance favors the old. ‘Balance.’ To them (me) is flex hours and, perhaps, working from home. They want a “workplace where the programs and culture are more flexible,” not the need to work harder or smarter.

Growth, work-life balance key for Generation Y an article in the Times of India (August 2013) says, Career growth and work-life balance are the two most important factors for the under-30s who constitute one third of the Indian workforce,
quite different from the older generations that placed emphasis on loyalty, job security or rewards.

Working hard is always good, but not at the cost of one’s personal relationships. This is a sentiment that is endorsed by both Gen X and Gen Y professionals, they are ready to give their best at work, but are not willing to give up their time off with their friends and family – in other words – this generation of professionals truly believe in maintaining a ‘work-life balance’.

A recent survey conducted by Regus (2013) points in this direction as well. Around 26,000 professionals from 90 countries participated in the survey which shows that in India work-life balance is very important as compared to other parts of the world. Experts observe that the meaning of ‘work-life balance’ has changed over the last couple of decades. For the Gen Y (born after 1980) professionals it is all about having flexible working hours, flexible job locations and finding innovative options to strike a balance between their career goals and personal activities. Gen X workers, on the other hand, come across as a more focused and dedicated group. Those professionals who find the right balance between work and personal life are the ones who are more productive and happy at their work place too.

Thus We come to understand that while both Gen X and Gen Y rank their expectation for Work life balance as important, Millenial’s expectations is much higher. Their technology savviness and varied hobbies have had this effect on them.

★ Work environment:

The study ‘The 10 Ways To Make Your Office Gen-Y Friendly’ in the Elite Daily (June 2013) gives insight in to the means of creating a conducive work environment:

- Allow for creative brainstorming sessions:

Encourage a collaborative work environment, have people work on projects outside of their roles for the sole purpose of keeping them engaged and intrigued.
Everyone has a certain skill set that they have to offer and this skill set can easily translate into many fields. Don’t just force people to work on one project solely, but allow workers to brainstorm as issues in one field can help provide solutions for future problems in a different field. Nothing gets creative juices flowing better than a brainstorming session amongst peers, as they are on the same peer level and will be able to inspire one another.

○ Get rid of cubicles:

The ‘Baby Boomer’ generation is highly recognized for their individual and isolated manner of working. They like working in their own individual space. That is why many offices have cubicles and separate their workers. Well Gen-Y is bringing in the hammers and taking these cubicles down. They are a social generation and allowing for intra-office communication should be a pressing issue as it brings about the dissemination of ideas. There is no better way to encourage a communication-friendly environment than by having an open format office where everyone can talk and see one another work. Getting rid of cubicles allows for good leaders to stand out and set a positive example for those who may be lacking in their performances.

Allow for a more comfortable dress code

An eight-hour work day is no longer the standard because many jobs require their workers to stay after hours, as projects have tight deadlines to be met. Who wants to work longer hours in an uncomfortable suit? As long as employees are grinding and getting their work done, there is no need to mandate a formal dress code. This is unless the employees are in constant contact with clients or potential clients.

✓ Gen-Y prefers a flat organizational structure

Gen-Y loves the feeling of belonging and nothing creates a ‘belonging’ environment quite like a flat organization. A flat organization gets rid of a lot of administrative costs and it allows for the flow of creativity and solutions to reach all
members easily. Although it may seem that a flat organization leads to a disorganized environment, it actually fosters an air of equality and improves communication amongst workers. This way no one is afraid to speak up and offer helpful suggestions or possible solutions to do things more efficiently.

- Have certain activities on days, so people actually look forward to coming to work:

  A five day work week is hard enough, but if workers begin to feel like every day is a blur and there is nothing to look forward to the next day, they will not be at the company in the long run. One way to do this is making the work week more enjoyable. Have particular days set aside for some activities or something workers can look forward to, for example a ‘Bagel Wednesday’ or ‘Pizza Friday.’ This shows employees that they are appreciated their hard work.

- Find a way to integrate work life and social life

  Working, in many regards, requires us to curtail our social lives and as time progresses, we see our friendlessness frequently. In the long term, this really wears on the minds of Gen-Y as they are used to having their peers around them to socialize and get their minds off work. The biggest burden to tackle with the battle of work life and social life comes in finding the perfect balance in enjoying both. This problem can be solved by encouraging a work environment that integrates both their personal and work lives.

- Encourage employees to work on their own personal projects as well

  If Gen-Y is encouraged to work on their own particular projects, it will keep them at the company longer and keep them working harder. This is because their personal projects give them time to work on something they are passionate about. In addition, it will help them learn to think for themselves and also circumvent obstacles they face at their paying job because they are exposed to a different, more independent way of thinking when working on their own projects.
Steelcase Workspace Future (2008) conducted a nine months study on the Gen Y demographics. It is a 360 degree research. Gen Y - Ideal work environment: Gen Y want their ideal work environment to be professional and inspiring, but most importantly – they need it to be active! An impressive 62% of Gen Y expressed the desire for an active work environment and nearly that many are also looking for work flexibility. This means they not only expect to have gym facilities available on site where they can exercise before, during or after work, but they also crave a mobile work style that doesn’t anchor them to a single location. They expect their ideal workplace to be social with warm, colorful, collaborative settings that are physically welcoming and technologically friendly. They also expect that flexibility to translate beyond freedom of location into freedom of schedule. They’re looking for employers who will permit – and even welcome – work at convenient times and from convenient locations, with a stronger focus on results. It’s not about just filling the time or the desk chair. Freedom is big with Generation Y, right down to being able to personalize and customize a workspace to their liking. Some feedback from participants: “The workspace should be mobile so people aren’t stuck in one place. Free to come and go as long as I get my work done... And a gym! That’s what I really want.” “Customizable, personal space that is soft and sound-absorbing, lots of personalization opportunities, proper balance between privacy and social spaces / connections.” “Social yet professional. Warm, inviting, inspiring, colorful, with lot of writing surfaces. Full of young people (at heart, actually) where open communication exists and people are free to talk.” “Work fuel...healthy snacks...places to rest for a short time.” “No cords, easy access to technology...the newest technology at my desk and at my fingertips...emails, phones, discussion.

Gen Y are new to the workplace and desire challenging and impactful work. A meaningful vocation and overarching sense of value is more important to them than monetary benefits alone. This generation is highly social, believes in peer-to-peer collaboration and is focused on work skills and personal/professional growth. Technology is of critical importance to them. Given those priorities, Challenge is the keyword Gen Y uses when expressing their current work environment. Gen Y wants to work and appreciates a challenge, but many of them feel they’re not valued in the
workplace and are not reaching the desired level of impact. In many cases, this leads to dissatisfaction – even when an employer is paying them well. Because technology and communication tools are crucial to their way of working, they expect the latest technology and support to be provided by their employers. They tend to work collaboratively and engage in frequent meetings within their workplaces, which often leads to noisy and distracting work environments. Many Gen Y are seeing individual focus work disrupted in these lively group settings. Some feedback from participants: “I don’t feel valued here.” “I really don’t like my workstation and don’t feel it allows me to be as effective as I could be. My desk is too small; I don’t have anywhere to put files, papers, sketches.” “No privacy when I really need to focus...very noisy at times.” “We have a lot of meetings around here. There are certainly elements of my job I could do from home, but the collaboration is what we do at work.” “My company is very forward thinking, but not so up-to-date with the technology that the employees are provided...laptops are also restricted by cabling, that sort of thing.” “I have a second monitor and bring my home laptop to work so I can listen to music.”

Fujitsu Technology Solutions GmbH (2014) says the following about Gen Y’s expectation for work environment.

Technology plays a key role in the working and personal lives of this generation. They have a preference for using social media, instant messaging, blogs and wikis rather than traditional communication tools, and can feel held back by outdated corporate technology and managers who they feel don’t understand the way they use technology. Generation Y employees expect the technology that empowers their personal lives to also enable innovation and collaboration in the workplace, and they commonly use personal technology at work out of frustration with the shortcomings (perceived or real) of the technology employers provide for them. Business leaders need to understand that employees working flexibly or remotely are achieving a similar level of productivity compared with working in an office environment. As more employees work on past retirement age, HR executives are challenged to design a workplace that provides a productive environment for all
generations, not just Generation Y. And although many Generation Y employees may think they’re tech savvy, in fact they’re often just tech dependent. That means IT departments must be wary of employees ‘fixing’ technology themselves, and deal with the myriad security issues presented by mobile devices accessing corporate networks, services and data.

A study on ‘Generation Y Expectations vs. Managers Perceptions’ (2011) states the following. Generation Y participants entering the workplace will prefer flexible working alternatives to many other workplace preferences. In actuality, Generation Y places greater emphasis on work environment and equal emphasis on opportunities for development when gauging their commitment to an organization.

Secondly, it was noted that work environment was rated as the second most important work value to Generation Y when entering the workforce. There are many potential reasons as to why this occurred. This generation was brought up being exposed to various forms of social interaction, such as face-to-face contact, telephone communication, online and social media access leading to a lifestyle dependent on constant communication with others. A study conducted by Cisco showed that 56% of the 2,800 college students that were interviewed would not accept a job from a company that would ban social media or they would ban the policy (Taylor, 2011). This directly shows the heavy impact social media has on the lives of Generation Y. Generation Y’s consistent need for communication has also led them to strongly respond to and desire immediate feedback (Lowe et al., 2008). This feedback has been shown to be effective in motivating employees and providing guidance to employees that they are doing work correctly.

Technology and Gen Y: (Puybaraud, M., 2010) mentioned that Gen Y has grown up with the Internet and mobile communications.

They are digitally, globally, and constantly connected. Gen Y is driving how mobile communication technologies are used, initiating social behaviours that are transmitted to other generations. They supposed to be able to navigate vast amounts of data, use multiple digital devices simultaneously and parallel process multiple
stimuli. Gen Y is networked, collaborative and highly social, expecting to be constantly connected to their social networks, within and beyond company boundaries, and to work within a sociable environment with other people. Gen Y’s rapid take-up of digital technologies, how they use them, and how they prefer to work is challenging for business. New technologies have been adopted by entire generations. The internet, podcasting, Twitter, Facebook, YouTube, Google, MSN and SMS are continuously on the mind of the Gen Y. Gen Y think like entrepreneurs and value relationships, tech-savvy and creative, and environmentally conscious and mobile. Gen Y is setting off a new wave of social and business transformation that will equal or surpass what the Boomers achieved. This is because they have grown up with the Internet and mobile communications and are digitally, globally and constantly connected. Again, they are driving how mobile communication technologies are used, and they are setting behavioural trends that ripple through and influence social behaviour in other generations.

(McEwan, 2009) also mentioned that digitally connected face-to-face, networked sociability is driving Gen Y to form peer groups that become the context for their individual and collective behaviour. Having grown up in the internet age, Gen Y are furious digital innovators. Gen Y uses communication technologies creating both challenge and opportunity in the workplace. Gen Y’s communication and collaboration habits might not be seamlessly absorbed within organisations. Gen Y have grown up with the internet and use these technologies as second nature, absorbing data from multiple simultaneous sources and devices. One of the consequences of how this young generation uses social technologies is that they are familiar with self-organisation and distributed leadership in practice. Gen Y use Facebook to manage the group effort and the sharing behaviour of tagging & sharing photos and documents. This collaboration and sharing behaviours in Facebook they used for entertainment can easily transfer into the workplace. The social networking conversations are lead to greater social cohesion among work colleagues and facilitate closer teamwork. Companies allowing this incidental conversation could actually be creating competitive advantage, identifying people who know the right people and sources of information. Social technologies are taking over from email
for Gen Y. Technology is the buzz word when it comes to Gen Y. Personal computers and the Internet has transformed both the home and school environment. Gen Y is more technology savvy than any other group.

(Kelan, Gratton, Mah and Walker, 2009) also feels that Gen Y uses technology like no other. They reach out to peers within their businesses, link in to associates in other businesses and build a significant virtual network of friends across the globe. This is all good news for companies where networking and the rapid dispersion of knowledge and collection of ideas is a crucial competitive advantage.

★ Career Growth:

A study on Career Development: What do Younger Generations Expect? By Adwoa Buahene (2015) in the Hotel Business Review states that: Gen Xers are still often viewed as the new kids on the block in an organization – part of the ‘young’ professional groups. However, many in this cohort already have up to a decade or two of work experience. Witnessing their parents and other relatives be downsized in the 80s and early 90s caused many Gen Xers to view themselves as free agents in the labour marketplace. They maintain their independence in the workplace by constantly focusing on gaining marketable skills and results. Those two factors allow Gen Xers to control their own careers and be ready to find a job if they decide to leave an organization or if the organization decides to lay them off. Their goal is to maintain independence in all areas of their life. The concept that career development should be a win-win outcome is not a nice-to-have for Gen Xers, rather it is a must-have. They absolutely expect organizations to not only ask them what skills or direction they wish to take their careers, but also to honour and support them to fulfill that request. In the event that the request by a Gen Xer is not reasonable (either because of performance issues, no training budget, no room for promotions), then Gen Xers expect the organization to be very transparent about the situation. It is critical with this sceptical generation to not try to stall their career advancement, or cajole and mislead them into staying with your organization longer.
It is much more effective to let your high-performers move on and then bring them back to the organization when the conditions have changed and you have a position for them where it will be a mutually beneficial relationship. Leaders should create an open, transparent environment where Gen Xer can feel comfortable stating their career and development goals without any sense of retribution. Depending on available organizational resources, if formal learning dollars are limited, Gen Xers are very open to independent learning through stretch assignments, action-learning projects, or cross-functional team projects. They are also open to being coached and mentored as long as they can choose their coach or mentor and are able to drive the goals within the relationship.

Gen Ys are growing up in an era where their interests, opinions and ideas are solicited, listened to and acted upon continuously. Parents and the school system have focused on building the confidence and the self-esteem of Gen Ys by providing praise and encouragement. They have been coached, both at home and in the school system, that they can be and do anything they want, and that they should always pursue opportunities that interest them. Most Gen Ys believe that they will have 3-5 divergent careers, not jobs. For example, first they will be a chef, then a hiking guide, then an owner of a B&B, then the next creator of a social media site). This cohort’s goal is to find work and create a life that has meaning. Within this reality, Gen Ys expect organizations to continuously assist them to find that meaning in their current and future career goals. Learning and development provided by the organization is a must-have, and is not perceived as a reward. Moreover, they expect that while they will be trained on skills required to do their job successfully, they will also have the opportunity to learn skills that align to their other interests. Active career collaboration with this generation is critical, as leaders need to understand and not judge the career path of their Gen Y employees. The more leaders are supportive of and provide assistance to achieving Gen Ys career goals, the longer they will keep those employees. Support and assistance can take a variety of forms from tuition subsidies, to scheduling accommodation night school classes, to peer-to-peer learning, to job shadowing.
Generation Y has higher career expectations for pay and promotion than all previous generations by roberthalf.com states speaks about the similarity in career advancement expectation between Gen X and Gen Y.

Robert Half Singapore > News & Insights > Media > Ref. PR-03661 Generation Y has higher career expectations for pay and promotion than all previous generations 15 April, 2013:

The table below shows hiring a Gen Y employee is hard, but retaining them is even harder globally and in Singapore.

**Generation most challenging to retain**

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<th>All Countries</th>
<th>Singapore</th>
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<tr>
<td>Baby Boomers (born 1946 - 1964)</td>
<td>7%</td>
<td>13%</td>
</tr>
<tr>
<td>Generation X (born 1965 - 1978)</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Generation Y (born 1979 - 1999)</td>
<td>45%</td>
<td>59%</td>
</tr>
<tr>
<td>None -- all are equally challenging to retain</td>
<td>21%</td>
<td>8%</td>
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Globally, 45 per cent of employers say Gen Y is the hardest to retain, followed by Gen X at 21 per cent, and the Baby Boomers are a challenge for just 7 per cent. In Singapore, when it comes to retention challenges, 59 per cent point to Gen Y, 17 per cent to Gen X and 13 per cent to the Baby Boomers. Out of the 15 countries surveyed, Chile has the highest percentage of companies struggling to retain Gen Y, followed by Singapore.

When asked why Gen Y employees are difficult to retain, 80 per cent of the Singapore respondents believe Gen Y employees have high expectations for career advancement, while 75 per cent say Gen Y want more remuneration than they are worth.

The survey also found that Gen X and Gen Y employees place the same emphasis on career advancement, while Baby Boomers are the most focused on work-life balance across the generations.
The study - Comparing Generation X to Generation Y on work-related beliefs by Susana Fernandez, San Jose State University (2009) takes a contrary viewpoint from the present study. It points to differences in career advancement expectations between the two generation. The views of Gen X and Gen Y are quite different when it comes to authority and organizations. One of the clearest contrasts between Gen X and Gen Y members is the issue of pessimism versus optimism. Members of Gen X are rather pessimistic, which might make them believe that climbing the ladders to success are not very likely in their future (Cole et al., 2002). Furthermore, the lack of promotional opportunities and growth has contributed to a small chance of Gen X members staying with the same employer (Weston, 2006). This generation has taken such lack of career growth to heart and therefore believe that no job is guaranteed and as a result, they do not see an advantage of being loyal to or sacrificing for any one employer (Weston, 2006). At the same time, members of the Gen X cohort are exceptionally loyal to their profession and career, and hard work is an indication of self worth to them; that is, as long as work demands do not begin to alter their balance between personal and family lives (Murray, 1997 as cited in Weston, 2006; Patterson, 2007). Gen Y-ers, on the other hand, are optimistic about what they could accomplish and how they will do in life. This generation is likely to tackle tasks at work with the expectation that success is likely (Cole et al., 2002). Yet, this generation can be rather impatient because they want immediate feedback and not just once or twice a year, but as often as possible (Sujansky, 2004; Wood, 2006). This is how members of this generation get an idea of how and where they are going from the very onset of their career. Gen Y members have been identified to be highly educated and they are willing to accept challenges. As a result they set high goals (Kovarik, 2008). However, Kovarik (2008) goes on to mention that once a Gen Y member has achieved his/her goals, the organization needs to fulfill their part of the psychological contract or actual agreement, and provide him/her with the promised reward. This is important because research has found that when specific promises go unmet, this can be interpreted by an employee that they are not valued by the organization, lowering the employee's organizational trust (Coyle-Shapiro & Kessler, 2000; Deery, Iverson, & Walsh, 2006; Smola & Sutton, 2002). Further, psychological contract breach can lead to an
employee's unwillingness to engage in organizational citizenship behavior (Coyle-Shapiro & Kessler, 2000), reduced levels of job satisfaction (Deery, Iverson, & Walsh, 2003), and higher levels of 11 absenteeism (Deery et al., 2006). Breaking promises or not providing proper career development can be one of the fastest and surest ways to lose a Gen Y employee (Kovarik, 2008). Although some suggest that Gen Y are disloyal to their employers (Kovarik, 2008), it simply might be that their desires are not being met and therefore are in search of another organization that is likely to value their worth.

A Comparative Study of The Work Values Between Gen X And Gen Y by the University of Guelph (2012) observed that Gen X and Gen Y both bear quite similar preferences regarding the workplace pertaining to career advancement.

Career Expectations by n-gen Generational Index Report (September 2009) states that:

Gen Xers and Gen Ys are much more likely than Traditionalists and Baby Boomers to want and expect to reach a senior level position, with Gen Xers (66%) and Gen Ys (77%) indicating this desire versus Baby Boomers (38%) and Traditionalists (30%). This data is not surprising as Gen Ys are very vocal in asking for promotions and in communicating their expectations of career advancement. 1 in 5 Gen Ys expect they will reach a senior level position early in their career, which is dramatically different than what the other generations expect. We know from the hundreds of workshops that we have delivered, that Gen Xers have a desire to progress up the corporate latter, but only if it means they can still maintain a work-life balance. Their drive is to have challenging work that improves their skill sets. If they can achieve this without moving up but by moving laterally, then many Gen Xers are satisfied. The 14% difference for Gen Xers and 23% for Gen Ys is significant because it highlights the gap between what younger employees want versus what they are experiencing. Many organizations in the last decade have communicated to employees that they own their careers, and therefore require that employees assume a greater responsibility for their own development. This data
reveals that while that message may have been communicated and heard by employees, organizations appear to have failed to deliver on that message. If employees don’t believe that they have complete control over their careers, then the question is who does control employees’ career opportunities? Senior leaders? Managers? HR? If the expectations of employees having control over their careers cannot be met in reality, then organizations need to manage employee expectations and need to adjust their internal and external communication accordingly. The career change data revealed that on an average, employees believe they will have at least two career changes in their lifetime. A generational breakdown of the career change data shows that there is a distinct difference between more experienced generations and the younger generations. While the largest percentage of Traditionalists and Baby Boomers (25% and 20% respectively) said they expect no career change, Gen Xers and Gen Ys (19% and 24%) indicated that they expect to have three career changes. And for those who expect to have four career changes in their lifetime, Gen Xers were the largest percentage of respondents (11%).

★ Team work:

The study - Comparing Generation X to Generation Y on work-related beliefs by Susana Fernandez, San Jose State University (2009) takes a contrary view point from the present study:

Teamwork appears to be one of those work attributes in which a clear difference between Gen X and Gen Y seems to exist. Although personal relationships are important to Gen X, many workers of this generation are considered poor team players and often do things themselves (Patterson, 2007). It is found that Gen X members do not have the patience for a working group to come together, perhaps due to their 'independent' characteristic (Patterson, 2007). On the other hand, in 2000, Fortune, along with Youth Intelligence, and Towers Perrin, conducted interviews and focus groups with more than 220 teens, mostly high school students in 12 cities in nine states. They were asked about their career plans, social concerns, and anxieties; about their attitudes toward money, their
relationships with friends and family, and their expectations for the future. Overall, results show that these teens are under severe stress to perform well in all that they do from choosing to go to college (and which college) to thinking about the future careers they might go into. These teens are overwhelmed and exhausted. Yet the most striking finding about these Gen Y teens is the amazingly close bonds they have developed with their friends (O'Reilly, 2000). This finding should come as no surprise as it was previously mentioned from the 2006 BCSSE survey that 94% of incoming college students indicated moderate or high levels of team participation during their high school years (UAO, 2006). Additionally, Gen Y members reported that their ability to work in teams was above average (UAO, 2006). These findings appear to indicate that Gen Y has not only been involved in teamwork since they were children through events such as their little league teams, but also they have the confidence that during the group project process they have "struck a harmonious chord" with the others (Barton & Skiba, 2006; Vejar, 2008). Since Gen Y members tend to gravitate towards group work, whether it is through face-to-face or virtual projects, organizations should see teamwork as an effective way to organize tasks and initiatives for this generation (Barton & Skiba, 2006; Cole et al., 2002; Howe & Strauss, 2000). Beyond these differences, both Gen X and Gen Y seek comfort and tend to have more respect for those who share their own values, therefore this easily presents an opportunity for group assignments (Childs & Kipnis, 2004). In Weston's (2006) study, nurses who acknowledged and appreciated their colleagues from different generational backgrounds had an advantage at teamwork. Furthermore, such collaboration allowed them room for higher levels of job satisfaction, but most importantly, it gave these nurses a higher probability of positively impacting patient outcomes. Cooperative and diverse teams offer a strategic advantage to the learning of both the individual and what the team as a whole can accomplish. Therefore, creating cooperative and cohesive teams that allow different generations to learn from each other and work well together can further enhance an organization's value (Weston, 2006).
Both generations seem to agree most with being part of a collaborative team, with Gen Y showing the higher level (M= 4.32, SD = .62) than Gen X (M= 4.26, SD = .68).

A study - Living Up To Expectations: Understanding Generational Expectations In The Workplace by Keith Coats (November 2011) also takes a contrary view point from the present study:

Gen X expects to be seen and treated as individuals and to be taken seriously. In fact Gen X resists the very label ‘Gen X’ as an unwanted categorization. They tend not to buy into the Boomer notion of team and regard difference as something that ought to characterize good teamwork. They don’t like blanket policies and a ‘one size fits all’ type approach. If someone steps out of line then punish that individual rather than create an overarching policy that ‘punishes’ everyone – would be the Gen X logic. Gen Y (those born between 1990 – present) is, for the most part, are good team players.

The study - Comparing Generation X to Generation Y on work-related beliefs by Susana Fernandez, San Jose State University(2009) takes a contrary view point from the present study:

As for teamwork, this company is predominantly set up in teams. Beyond the larger department (e.g. Human Resources) in which one belongs to, employees also belong to more specific teams, like a diversity team. Apart from the organization's culture, research has shown that both generations have either needed peers or have needed to be a part of a team at one point in their childhood (Raines, 2002; Weston, 2006; Vejar, 2008). Gen X needed friends and built friendships in order to get through a tough independent childhood; whereas Gen Y also saw the need for teamwork in order to get through school projects and team sports.

The study - Generations in the workplace: Winning the generation game by The Economist (Sept 2013) states that: Generation X-ers anf Gen Yers, who might be expected to be battling their way up the corporate ladder, are viewed as good team players.
Diversity:

In late June 2013, EY conducted an online generations survey of 1,215 cross-company professionals outside of the EY organization and across the US, including at least 200 managers and 200 non-managers in three select generations (Generation Y/millennials: ages 18-32, Generation X: ages 33-48 and baby boomers: ages 49-67). Respondents were evenly split among the three defined generational age groups (Gen Y: 33%, Gen X: 33% and boomers: 34%) and fairly evenly divided among males (48%) and females (52%). A majority of respondents (98%) worked full-time, had at least some level of higher education (95%) and reported household income in excess of US$75K a year (57%). The study found that Gen Y (69%) and Gen X (68%) in display “diversity” skills, or the ability to build culturally competent teams and to not discriminate based on race, gender, sexual orientation, age, physical abilities, etc., including taking measures to avoid unconscious bias. Although Gen Y earned the fewest mentions as the “best” at displaying eight out of 11 management skills, this generation outpaced boomers (33% vs. 16%) in their ability to be the best “inclusive” leaders, or involving a diverse set of people in providing opportunities, developing strategies and making decisions.

The study “Diversity Management: A Generational Cohort Perspective” by Human Resources Institute of New Zealand (HRINZ) (Jan 2015) states the following about Gen X and Gen Y:

Being brought up in the information revolution shaped the way Gen X and Gen Y learn, think, and communicate. Comfortable with the new technology, Gen X and Gen Y have easily mastered the art of generating and analysing the huge amounts of facts and figures required in today’s workplace. As a result Gen X and Gen Y have learnt to value diversity: diverse nationalities, diverse family constellations, and diverse technology.
Recognition:

The study - Understanding Generation X and Y Employees by Vistage Chair Tim Shaver (2014) has proposed some tips for managing Gen Y and Gen X employees at the workplace.

Tell them the truth; don’t try to pull the wool over their eyes. 2. Explain why you’re asking them to do something and tell them what’s in it for them. 3. Reward them for a job well done. 4. Praise them in public, make them a star. 5. Give them regular feedback and recognition; they will quickly resent a boss who doesn’t. 6. Make the workplace fun. Employers who recognize Gen X and Y’s needs will retain them longer and get more and better work from them.

A study on How to Hire and Manage Gen X and Gen Y Employees by Ranstaad Engineering (October 2014) states the following about retaining Gen X and Gen Y:

A recent national survey found that one of the most common reasons Gen X and Gen Y employees leave is that they don’t feel appreciated. Do you give feedback to employees only when you are unhappy about something? If so, you won’t keep them on your payroll for long. You need to take time to notice and comment on their successful efforts. Those who receive recognition for what they did right can more readily accept and benefit from comments about areas that need improvement. Just because your employees are young doesn’t mean that they don’t want respect, courteous treatment, and positive feedback. For example, do you recognize employees’ birthdays in a special way? To do so makes them feel good because you have made the effort to remember them. A simple gesture goes a long way toward cementing relationships and keeping good people on your team. What specifically do you do to make your workplace fun? What do you do to reward your employees when they least expect it

○ Some ideas for recognizing and rewarding Gen X and Gen Y employees include: Giving away movie passes.
Treating your team to lunch outside of the office without you being present

Recognizing accomplishments with a certificate for a free video rental

Reserving a bowling alley for an evening and inviting employees to bowl, karaoke, or simply relax.

Holding a “crazy shoelace” day, funky hat, or ugly tie day

Appealing to your employees’ idealism by sponsoring a group project to benefit others in the community.

These are just a handful of simple, low-cost ideas. To find out more about what your Gen X and Gen Y employees would like, ask them. Don’t assume as a “senior” or “boomer” manager that you know what turns-on the younger generation. Making decisions on how to recognize and reward them without asking them what they would like is a big mistake.

The study Generational differences in the workplace by Anick Tolbize, University of Minnesota (August 16, 2008) states that: The majority of workers believe that fairness is the most important aspect of workplace culture and that feeling valued, recognized, and appreciated and being in a supportive environment encourage happiness in the workplace (Ranstad Work Solutions, 2006). 74% of both Gen X and Gen Y respondents said they valued recognition and appreciation. Organizations in which workers feel valued, recognized, appreciated, and supported may have higher retention rates.

Generational differences: An examination of work values and generational gaps in the hospitality workforce by Dogan Gursoy, Thomas A. Maier, Christina G. Chi states (2012) that:

Gen X are not willing to wait their turn for promotion and raises. Whenever they do a good job, they expect the company to reward and recognize them. They expect immediate recognition through title, praise, promotions and pay. Gen Y likes
to be recognized and respected because they believe that they put so much of themselves into their work. They expect their supervisors and managers to, at least, know their names and acknowledge their good work. This generation believes managers should try to get to know everyone and give personal attention to each employee.

Generational Expectations for Employee Recognition by n-Gen Performance states that: GenXers and Gen Ys expect to be both extrinsically and intrinsically rewarded in every role. They are focused on growing, learning and developing professional skill sets, and getting results. They expect their work to motivate them intrinsically, but they also expect extrinsic rewards that are of value to them. This generation is used to being rewarded for their accomplishments. Gen Ys not only want to be recognized by leaders, they want the opportunity to also recognize their manager for strong leadership behaviour. In addition, peer to peer recognition is an important element to this cohort. Often rewards can be free or have little cost associated, but can significantly engage a multigenerational workforce. Identify all the way you can demonstrate to employees that you value them and appreciate their investment in your team. Recognition is an on-going process that when executed well will drive employee performance and engagement.

★ Stability:

The study - How Different Generations of Americans Try to Find Work by Dan Schawbel (Sept 2012) states that: Gen X value job security and have suffered more stress and frustration due to unemployment relative to other generations. Nearly three-quarters (72 percent) of Gen Xers say they are stressed due to unemployment, compared to only 61 percent of millennials who feel the same way. Many in Gen X have families they have to feed and provide for, as well as mortgages and other responsibilities, so unemployment has a major impact on their daily emotional state. For this reason, as well as others, Gen X is more focused on job security over a higher salary and workplace flexibility.
In the article How Generation Y Works by Michael Franco (2014), the following is discussed:

While job security might not be near the top of the list for young Gen Y’ers, financial security certainly is. Often having watched their parents lose bundles in the stock market or as a result of the housing market crash, Gen Y’ers tend to be savvy about finances and value a robust 401k plan from their employer.

Yet this generation tends to keep money -- and work -- in its place. Gen Y’ers are likely to see work as something that helps them live the rest of their lives rather than seeing work as life. A study by Ameriprise Financial states that Millennials have gone through during their formative years – the tech bust, 9/11, the financial crisis, long wars, seeing family and friends unemployed, and watching their parents struggle in preparing for retirement, hence they value job security.

The study - Millennial Branding and Beyond.com Release Study on the Multi-Generational Job Search states the following about Gen X expectations in the The Multi-Generational Job Search Study 2012: Gen X values job security and has suffered more stress and frustration due to unemployment relative to others. Gen X, 65% said job security was important.

★ Compensation:

A Comparative Study of Work Values between Generation X and Generation Y by the University of Guleph (2012) states that: Both Generations found compensation as extremely important. These generations found that receiving competitive pay was vital to them accepting their first job. Gen X and Gen Y both see that having a good working environment was important to their success. These generations will be more likely to accept a job if they have an encouraging and supportive supervisors. Similarly it is important to both generations to have friendly and competent co-workers. Career advancement is an important factor these generations consider when accepting their first jobs this could because they have high expectations in making a highly competitive salary.
Compensation can be defined as salary, pay (variable or fixed) and benefits. In past research shows that generation x was more focused on extrinsic rewards. Generation X was found to have high, unrealistic expectations for their starting salary when they join the workforce out of university this could be cause for concern for organizations. (Burke, 1991) During this time there was a rapid inflation of living expenses. (Howe & Strauss, 2000) The emphasis on high initial pay expectation for the Gen Y generation decreases the closer they get to graduating. (Ng, Schweitze, & Lyons, 2010) The popular belief is that Gen Y believe that there is more to life than a big salary, therefore having less value for extrinsic rewards. The Millennial generation believes that taking a less than ideal job will help find a career in the long run. (Ng, Schweitze, & Lyons, 2010) More research in the industry shows that both GenX and GenY seek higher education and this makes it necessary for dual-income households. This increases the demand and desire for extrinsic rewards. (Twenge, Campbell, Hoffman, & Lance, 2010) Money is no longer enough to keep the millennial satisfied. The millennial are constantly looking for an organization with a mission and core values that go beyond making money. (Yang & Guy, 2006) Gen Y want to live more meaningful lives and they want their lives to be more purposeful. They will value intrinsic rewards more than extrinsic rewards. (Yang & Guy, 2006) Throughout the years there have been a number of different studies proving many different ideas when it comes to compensation.

★ Structure:

Meeting Employee Work Expectations: 4 Keys for Minimizing Turnover by Eric Fox (2011) states that:

Structure is an integral part of the workplace for some employees. Perhaps they like to know that certain resources are available to them. Providing workers with specific timelines, procedures, or guidelines may be beneficial to them when completing a project or problem-solving. Some people, however, expect to work independently. They may want to set their own priorities or use their methods of
problem-solving. Granting freedom to take on new responsibilities or to streamline current procedures might be a way to keep your employees happy.

The article - 5 Ways to Get Generation X and Y Engaged with Your Association (Sep 08, 2014) speaks Gen X and Gen Y expectations for access to resources and the ways to meet this need:

- **Engage with Mobile and Social Communications.** Generation X and Y live in a particularly social world, where communication with businesses is done on social media, and information is available at the tap of a screen, so ensure your association is right at their fingertips, too. A good social media presence is a must, with useful information to encouraging sharing and conversation. And make sure your site is mobile friendly – your visitors want to see a clear and easy to navigate site on their first visit, no matter what device they’re using.

- **Offer Free Resources.** Generation X and Y want to know what joining your association will do for them, so rather than just tell them, why not show them? Offer some free resources for new prospects, such as white papers or blog posts, or even a topical video or the curation of some relevant news articles. Show them the kind of quality you deliver, a chance to try before they buy.

- **Give Them a Chance to Explore Before Joining.** Consider extending your free resources to a chance to really explore what your association does, with a short trial membership. Giving access to your full range of resources for a short time will let Generation X and Y experience for themselves what makes your association the right choice for them. Or consider offering interested prospects the chance to attend a meeting or event for free or at a discounted price, to get a feel for what you offer.

- **Offer Outstanding Value.** One thing Generation X and Y are certainly looking for in their associations is outstanding value for money. They’re very discerning generations who want to know what exactly a product or service can do for them before they buy, with an eye for finding good value for their
hard-earned cash. Make sure you offer that with high quality relevant services and excellent value for money, including discounts and offers.

- **Create Chances for Them to Get Involved and Make a Difference.**
  Generation X and Y, even more than the generations before them, like to know that their voices have been heard, that their opinions matter, and that what they do makes a difference. That’s why it’s vital that your members are given a range of ways they can contribute to your association’s work. From being on a set task force to the opportunity to campaign or sit on a board, tell them how they can get involved and remember to be flexible – Generation X and Y may well prefer a shorter term project to life membership of a committee.

A study - Leveraging Generational Work Styles to Meet Business Objectives by Arma Internation publication(2008) states that: To Gen Xers, access to records are very important. File rooms have combined with computer-based information as repositories for all manner of records and data. With the high benefit and expense of computing technology, this information has become a source of power and control within organizations. Gen Xers perceive information as an essential tool for enabling their work. Gen Y workers and citizens have such a high expectation of instant access to information and records – not just the records themselves, but the data or information within those records – that the available tools and technologies have yet to meet their demands.