Workplace preferences and expectations of Generation Y

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Abstract

Workplace preferences and expectations of Generation Y

This quantitative and qualitative study investigates the workplace preferences and expectations of Generation Y as compared to those of Generation X, the Baby Boom Generation, and the Veteran Generation. The study also aims to confirm or refute some of the common stereotypes outstanding about Generation Y. This research includes a review of current relevant literature, along with a survey including original questions and Kovach’s (1987) job reward factors.
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CHAPTER 1

Introduction

Overview of the Problem

There is a balance shift looming on the horizon for many U.S. employers. As the Baby Boomers (born 1946 to 1964) begin to retire over the next ten to fifteen years, the point will come where the number of available workers drops to a level where employers need their employees more than the employees need them. This gap in the workforce will increasingly be filled by members of Generation X (1965-1980) and Generation Y (1981-2000). A potential disconnect exists between what employers think employees want and what they actually want.

There is also a shift in thinking about how to train, develop, manage, and retain Generation Y. They are the largest generation since the Baby Boomers and they have completely different backgrounds and workplace expectations than any generation before. Generation Y is racially and ethnically diverse; technologically savvy, empowered, and strongly connected to family and friends (Howe and Strauss, 2000). Generation Y employees tend to be used to being connected all the time, using the Internet and cell phones, and they identify with working in teams and collaborating with others on projects. This Generation tends to expect more flexibility and recognition from their employer than those of the other generations, and if an employer does not deliver, many younger workers will be willing to find a different one that does. The shift towards a more caring work environment has already started, and will probably continue down the same path as members of Generation Y continue to flex their muscles with employers by
demanding new benefits such as flexible hours, extreme rewards, more casual dress codes, even dog walking services. This generation is used to multi-tasking and being busy, and may even be willing to put their outside activities and interests before their jobs.

Problem Statement

While there has been much popular literature written on Generation Y, empirical research is still relatively sparse, and will probably remain so until the Millennial Generation is near retirement and we can look back on their behaviors with 20/20 hindsight. There is a need for a study to collect current data to confirm or refute common claims about Generation Y. There is also a need for a study that compares the preferences and expectations of Generation Y to those of previous generations, as espoused by the employees themselves. This may lead to more conclusive insight into what employers can do to retain the best and brightest workforce. This study attempts to establish norms in the workplace preferences and expectations of members of Generation Y.

Purpose of the Study

The purpose of this study is to compare some workplace preferences and expectations of Generation Y to those of other generations currently in the workforce. The present study has been designed to answer specific questions the researcher has about the validity of many media claims about Generation Y. This study examines the importance of being aware of intergenerational differences and makes recommendations for best practices when managing and working with different generational cohorts.
Significance of the Study

There has been a recent deluge of news stories, articles, blog writings, concept pieces, and research studies done about Generation Y (e.g. Armour, 2005; Balderrama, 2007; Safer, 2007; Ryder, 2009). Surprisingly, opinions often differ about the main characteristics of this generation. Some authors (Martin, 2005; Moore, 2007) claim that members of Generation Y have often been sheltered by their parents for their entire lives, and as a result have become too reliant on others for success. Others (Hill, 2004; Howe and Strauss, 2000) suggest that members of Generation Y tend to have strong family values and close relationships with their parents and friends. This is thought to have created in them an exceptional comfort with and aptitude for teamwork and collaboration. The argument can also be made that relying on others’ help to achieve success is not necessarily bad within the work environment. It may be that the high teamwork skills that many claim to see among Generation Y members can positively influence interpersonal skills and relationships across all generations (Howe and Strauss, 2000). Thus, each generation has its own strengths to contribute to success in the workplace.

This study is important for organizations who wish to be an employer of choice to help them understand the changing workforce. The oldest members of Generation Y have already entered the workforce (Howe & Strauss, 2000). At the same time, the Baby Boom generation is retiring at a much older age than retirees of previous generations. This may bring intergenerational conflicts, as well as uncertainty about what the future of America’s workforce will be. Understanding and adapting to the needs of Generation Y is critical in a way it never was to adapt to Generation X. According to the Bureau of Labor Statistics (2002), Generation Y is up to three times the size of Generation X. By 2012,
Generation Y will have filled the 18 to 30 age bracket of employees. Each generation has known characteristics, which if acknowledged, understood, and valued by an employer will potentially lead to more effective work teams and business success. While not every individual within a generation will exhibit all or even most of the characteristics of their generation; it is by making generalizations, and then inferences based on those generalizations, that we can most effectively develop a method or guidelines for working with individuals from different generations.

This study will also be useful to Human Resource Development (HRD) professionals by providing recommendations for working with Generation Y, and insights into the espoused preferences and expectations of members of Generation Y. In considering the differences between previous generations and Generation Y, there are many relevant distinctions. Perhaps the most obvious are the rapid changes in technology over the course of recent years. Advances in connectivity, such as e-mail, text messaging, cell phones, and instant messaging, have changed the face of communication (Howe & Strauss, 2000). While all of these methods have been embraced by the older generations, it is Generation Y who has grown up with these things, and can’t remember what life was like without them. HRD professionals will need to be aware of the changing face of the workforce and business and will be at the forefront of training their organizations, managers, supervisors, and general workforces on these new developments.

**Definitions of Key Terms**

**Veteran Generation**: individuals born 1925-1945 (Hill, 2004)

**Baby Boomers**: individuals born 1946-1964 (Hill, 2004)

**Generation X**: individuals born 1965 to 1980 (Hill, 2004)
**Generation Y**: individuals born 1981 to current (Hill, 2004)

**Job reward factors**: ten workplace rewards defined by Kovach (1987) in 1946 including

- Interesting work
- Good wages
- Job security
- Good working conditions
- Promotion and growth in organization
- Full appreciation of work done
- Personal loyalty to employees
- Feeling of being "in" on things
- Tactful discipline
- Sympathetic help with personal problems

**Research Questions**

The primary research questions in this study are:

1. Do members of Generation Y have different workplace preferences and expectations than members of the other generations currently active in the workforce; in this case including the Veteran Generation, the Baby Boom Generation, Generation X, and Generation Y?

2. Will members of Generation Y report stereotypical preferences assigned to their generation?

The research hypotheses associated with this study are:

1. Members of Generation Y will value Kovach’s job reward factors differently to members of other generations currently active in the workforce.

2. Workplace preferences and expectations differ across the generations currently active in the workforce.
2A. Generation Y will display a positive preference for working in teams.

2B. Generation Y will display a positive preference for working with new technology.

2C. Generation Y will display a positive preference for working with friends.

2D. Generation Y will display a positive preference for merit based pay.

2E. Generation Y will exhibit lower feelings of loyalty to their employer.

2F. Generation Y will exhibit disinterestedness towards diversity.

2G. Generation Y will exhibit an expectation to have multiple jobs over the course of their career.

2H. Generation Y will exhibit a high level of optimism.

2I. Generation Y will show a preference for working flexible hours.

2J. Generation Y will exhibit an expectation to be able to balance work and their personal life.

2K. Generation Y will place greater importance on their personal life than their work life.

Research Design Overview

To investigate some of the popular claims about Generation Y, a survey was designed and then administered to a random and diverse population. The survey includes Kovach’s (1987) job reward factors, to provide a comparison with past valid and reliable research, along with original questions designed for the study. The survey was distributed electronically, and was created using SurveyMonkey.com, a website specifically designed and in business for the creation, distribution, and analysis of online surveys.
Responses were collected over a period of seven days, and one reminder was sent during that time to potential participants to encourage them to respond. An example e-mail to participants is included in Appendix B. A copy of the Facebook posting is included in Appendix C. Data were collected using both qualitative and quantitative methods and was analyzed using correlation procedures.
CHAPTER 2

Review of Related Literature

Overview of Each Generation

Table 1 - Population by Generation

Source: 2005 US Census Bureau American Community Survey

<table>
<thead>
<tr>
<th>Generation</th>
<th>Population count (in Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veteran Generation</td>
<td>48</td>
</tr>
<tr>
<td>Baby Boom Generation</td>
<td>76.7</td>
</tr>
<tr>
<td>Generation X</td>
<td>49.1</td>
</tr>
<tr>
<td>Generation Y</td>
<td>73.5</td>
</tr>
</tbody>
</table>

Veteran Generation (1925-1945)

The Veteran Generation consists of the oldest members of the current workforce, those individuals born between 1925 and 1945. Other common names for this generation include the Silent Generation, the Civic Generation, and the Beat Generation. Members of this generation have experienced firsthand the effects of defining international conflicts, such as the World Wars I and II, and the Korean War (Zemke, Raines, and Filipczak, 2000). This is purported to have left many in this generation fiscally conservative and often risk adverse. In the workplace, members of the Veteran
Generation often prefer or practice authoritarianism, strong discipline, and a hierarchical structure. These employees are often detail oriented, and good at traditional thinking and implementing the historical practices of the company (Hill, 2004).

Some studies (e.g., Zemke, Raines, & Filipczak, 2000) have shown that the defining moments in history can shape the values and practices of an entire generation. It has been argued, by Zemke, Raines, & Filipczak, (2000), that the Veteran Generation, as their name suggests, were shaped significantly by their experiences with war. Many members of this generation learned their leadership style in the command and obey environment of the military, which later translated into a workforce willing to follow the rules, work long hours for little reward, and put their civic duties and the greater good before their own needs. Members of this generation can potentially tend towards being pessimistic and negative in their worldview.

Members of this generation tend to need less constant communication with their supervisor; recognition and rewards programs are often viewed as a waste of resources. More of them prefer to keep their work and family lives completely separate (Howe and Strauss, 2000). A formal written communication is often the best way to convey information to a member of the Veteran Generation. This generation was raised writing letters, waiting to see someone in person to discuss issues, paying by cash or check, and calling someone on the telephone if immediate contact was necessary (Lancaster and Stillman, 2002).

This generation has potentially been hit hardest by the current economic downturn because they are the ones already in, or closest to retirement. The Veteran Generation does not have the luxury of being able to wait until the economy recovers to access their
retirement funds, and as such many are forced by financial need to remain in the workforce longer than they might normally choose. Some members of this generation have chosen to stay in the workforce because they have been working all of their lives, and they simply enjoy working and contributing to their organization (Howe & Strauss, 2000).

**Baby Boomers (1946-1964)**

Members of the baby boom generation, born between 1946 and 1964, diverged dramatically from the values and expectations of the previous generation (Lancaster & Stillman, 2005). The Baby Boomers did not experience the Great Depression, and generally have a more optimistic worldview than their parents. This generation has more educational opportunities than any previous generation, and many young men remained in college to avoid being drafted for the Vietnam War (Hicks & Hicks, 1999). Just a few of the defining events of this generation include the civil rights movement, the women’s rights movement, Watergate, the first landing on the moon, and the assassination of John F. Kennedy.

According to the Census Bureau (2000) one out of every three adults over the age of 21 is a member of the Baby Boom generation. Boomers often attended overcrowded elementary and high schools and standardized tests were the norm for separating the brightest individuals from the rest of the group (Hill, 2002). Baby Boomers understood from a young age that they would have to compete with their peers to get ahead, and that they were each responsible for their own success. This instilled in them a strong work ethic, and a need to advance and be successful at work, as if to prove their own worth to
the world. This generation is categorized as willing to work overtime, dedicated, and thorough. They are also considered to be very politically and civicly involved, coaching little league or participating in local government in their free time (McGuire, By, and Hutchings, 2007). This generation often has a high sense of loyalty to their employer, and their seniority with the organization can provide unparalleled experience and inside knowledge that it will be difficult to replace as this generation retires from the workforce (Dann, 2007). Baby Boomers often equate salaries and long hours with success and commitment to the workplace (Hill, 2002). They value face time in the office and may not welcome work flexibility or work/life balance trends. High levels of responsibility, perks, praise and challenges are considered some of the main motivators of this generation. The Baby Boomers make up much of the executive level in many organizations. They hold the CEO, CFO, and senior leadership positions that are currently shaping and directing many corporations (McGuire, By, and Hutchings, 2007).

*Generation X (1965-1980)*

This generation is relatively small compared to either the Baby Boom Generation or Generation Y because many boomers initially limited the size of their family because both parents were working full time. These are the children of the earliest members of the Baby Boom Generation. The members have experienced high divorce rates in their parents, and the phrase “latch-key kid” was coined during this time period (Zemke, Raines, and Filipczak, 2000). This independence however has helped members of this generation become independent and capable, highly adaptable, and able to think on their
feet. Other common names for Generation X include the Baby Bust Generation, the 13th Generation, The Me Generation, and the Reagan Generation (Hicks and Hicks, 1999).

Members of Generation X have access to and take advantage of even more educational opportunities than the Baby Boomers. According to the American Community Survey, conducted by the Census Bureau in 2005, 53.8% of the total Generation X population has at least some college education. At least 87% of this cohort has graduated from High School. Also, this generation has seen for the first time more women than men obtaining college degrees. 8.2 million Generation X women are estimated to have a bachelors degree or more, while only 7.2 million men have the same (Census, 2005). For a generation labeled as “slackers”, they have managed to obtain a generally high level of education.

Also defying the “slacker” label, this generation has very high employment rates. Only 3.8% of Generation X respondents reported being unemployed in the 2005 American Community Census survey. This cohort is seen by many (e.g., Zemke et al., 2000) as ready and willing to work hard, and places a high value on having a successful career and maintaining their knowledge and skills in the work place. Problems can arise with this cohort however, because they can be seen as very self-centered and individualistic (Zemke, et al., 2000). Generation X seems to prefer working individually, with little supervision or interruption. They require feedback and rewards though, to validate their work and to keep them on track. They prefer an informal work environment, and are motivated by flexibility, autonomy, and work/life balance (Fogg, 2008).
Some defining events of this generation include the advent of video game consoles and personal computers; the women’s liberation movement, the fall of the Soviet Union, and the tearing down of the Berlin Wall; the rise of MTV and the grunge movement, and the dot-com boom and bust (Fogg, 2008). Members of Generation X were brought up with microwaves, ATM’s, remote controls; they saw the start and rise of the Internet, and from these things they learned to expect things quickly, even instantly. This generation also saw their parents bend over backwards to succeed and get ahead at work, and while they too want success, they are unwilling to set aside their home and personal lives in favor of their work life (Fogg, 2008). They expect their employer to understand this and provide the flexible working conditions they require.

*Generation Y (1981-2000)*

Generation Y rivals the Baby Boom Generation in size, with an estimated 73.5 million members (Census, 2005). Born between 1981 and 2000, and this generation continues to grow, though it is probable that those born after 2000 will be categorized into a new generation with another name. If the young immigrant population is factored in, the cohort grows even larger. This generation is also commonly known as the Millennial Generation, or the Echo Boom Generation, since many of its members are the children of the Baby Boomers.

According to the literature (Gorman, Nelson, & Glassman, 2004; Weiler, 2004; Howe & Strauss, 2004; Hill 2004; Martin, 2005; Sweeney, 2006; Moore, 2007), some of the common things members of Generation Y are said to want from an employer are to work with positive people, to be challenged, to be treated respectfully, to learn new knowledge and skills, to work in friendly environments, to have flexible schedules, and to
be paid well. These reflect the values of a generation who have been raised on equality, diversity, and with the idea that everyone has the opportunity and right to succeed. This is a huge change from just 60 years ago, when segregation was still practiced, and women were not accepted as equally qualified to men in most fields (Howe & Strauss, 2000).

Generation Y has witnessed, and continues to witness, what can be described as a technological revolution. Video games have evolved and developed from analog images on a two dimensional screen, into interactive, three-dimensional virtual worlds (Hicks and Hicks, 1999). This generation is in constant communication with others through text messaging, the Internet, instant messaging, and cell phones (Fogg, 2008). Members of this generation are the “babies on board” of the 1980’s and 1990’s who are used to and accept a high level of parental involvement in their lives (Howe and Strauss, 2000). Many have led structured lives, with planned activities after school every day, from sports, to karate classes, to language lessons. The Baby Boomers whether affluent or not, went out of their way to provide opportunities for their kids that they personally never had. Many members of Generation Y may come out of college never having held a job, but with thousands of hours of volunteerism and community service under their belts.

Members of Generation Y are often described as civic minded, good at multi tasking, excellent with technology, excellent at working in teams, and ready and willing to be challenged in the workplace and put their skills to the test (DiRomualdo, 2007). Some of the less positive characteristics assigned to Generation Y include that they are unwilling to start at the bottom, have a sense of entitlement based on their level of education, expect work to fit into their personal schedules, and are unaware of or unwilling to abide by business dress norms (Howe and Strauss, 2000). This generation is
often looking for less traditional workplaces, moving from the older idea of job security to the willingness to move around until the organization with the best working conditions or interesting environment is found. Generation Y is diverse demographically, and as such places less importance on diversity; or having grown up with diversity may not even be aware of it. This generation is changing the workplace with their expectations of flexible working hours, need for rewards and recognition, and preferences for working in teams (Howe and Strauss, 2000). Many organizations will find that this new generation of workers will be unwilling to accept the status quo.
CHAPTER 3

Methodology

Site and Sample

In the current research, the respondents include the employee population at Quality Vision International, Inc, a metrology manufacturing organization with about 300 employees in the United States. The survey was also distributed to a diverse population of individuals worldwide using a post on the social networking website Facebook. It is difficult to determine the response rate or demographics in this case due to the fact that the total number of individuals who were exposed to the link to the survey is unknown.

Instruments and Measurements

Kovach (1987) developed a questionnaire of ten “job reward factors” in 1946 for industrial workers. Kovach applied his questionnaire over a forty-year period and discovered that what motivates employees in the workplace had changed. Over the years the questionnaire was adopted by other industries, but has been used in its original form for this research. Table 2 shows a listing of the survey questions posed to participants and lists the research hypothesis that corresponds to each survey question.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
<th>Corresponding Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male or Female</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>Collected exact number</td>
<td></td>
</tr>
<tr>
<td>Employment Status</td>
<td>Employed Full Time, Employed Part Time, Self-Employed, Unemployed but looking for work, Unemployed and not looking for work, have never had a job</td>
<td></td>
</tr>
<tr>
<td>Job Reward Factors</td>
<td>Rank Order: Interesting work, Good Wages, Job Security, Good Working Conditions, Promotion and Growth in Organization, Full Appreciation of Work Done, Personal Loyalty to Employees, Feeling of Being &quot;In&quot; on Things, Tactful Discipline, Sympathetic Help With Personal Problems</td>
<td>1</td>
</tr>
<tr>
<td>Perquisite Benefits</td>
<td>Responses not used for this research</td>
<td></td>
</tr>
<tr>
<td>I would prefer to work</td>
<td>Individually; In a group or team</td>
<td>2A</td>
</tr>
<tr>
<td>I would prefer to work</td>
<td>With a friend or group of friends; with the most qualified professional(s) for the job</td>
<td>2C</td>
</tr>
<tr>
<td>I believe that in general</td>
<td>My computer skills are excellent; my computer skills are not on par with others in my field</td>
<td>2B</td>
</tr>
<tr>
<td>I contact other people</td>
<td>Mainly electronically, using e-mail, text messaging, instant messaging, or the internet; mainly by post, telephone, or in person</td>
<td>2B</td>
</tr>
<tr>
<td>I prefer to</td>
<td>Write things out longhand on a sheet of paper; type directly into a computer</td>
<td>2B</td>
</tr>
<tr>
<td>I would prefer to work with</td>
<td>People I can have personal relationships with outside of work; people who remain professional acquaintances separate from my personal group of friends.</td>
<td>2C</td>
</tr>
<tr>
<td>I expect to</td>
<td>Have multiple jobs over the course of my career; have just a few long-term jobs over the course of career</td>
<td>2G</td>
</tr>
<tr>
<td>I believe</td>
<td>I am an active participant in the success of the company; my contribution potential is controlled by others</td>
<td>2H</td>
</tr>
<tr>
<td>I feel I am</td>
<td>Loyal to my current employer; not loyal to my current employer</td>
<td>2E</td>
</tr>
<tr>
<td>I feel my current employer is</td>
<td>Loyal to me; not loyal to me</td>
<td>2E</td>
</tr>
<tr>
<td>Comparing the two choices below, I think</td>
<td>It is more important to have diversity in the workplace; it is more important to have the best people for the job.</td>
<td>2F</td>
</tr>
<tr>
<td>The top performers in a company</td>
<td>Should be paid more than lower performers according to a merit based pay plan (e.g. according to their performance and contributions); should be paid according to another plan, the same as other employees (e.g. salary grades, seniority pay, no specific plan, etc.)</td>
<td>2D</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>What is the probability of your personal success in the next 3 years?</td>
<td>Uncertain; Somewhat Uncertain; Neutral; Somewhat Certain; Certain</td>
<td>2H</td>
</tr>
<tr>
<td>What is the probability of your personal success in the next 10 years?</td>
<td>Uncertain; Somewhat Uncertain; Neutral; Somewhat Certain; Certain</td>
<td>2H</td>
</tr>
<tr>
<td>I believe</td>
<td>I can make a difference, and I will leave the world a little better then it was when I arrived; One person can not change the world</td>
<td>2H</td>
</tr>
<tr>
<td>I would prefer to work</td>
<td>The same hours regularly; flexible hours</td>
<td>2I</td>
</tr>
<tr>
<td>It is MORE important to me to</td>
<td>Be successful at work; be successful in my personal pursuits</td>
<td>2K</td>
</tr>
<tr>
<td>Work/life balance</td>
<td>Is important to me and should be considered important by my employer; is important to me, but not my employer's responsibility; is not important to me.</td>
<td>2J</td>
</tr>
</tbody>
</table>

**Data Collection Method**

When completing the survey, participants were asked some simple demographic questions, which were used to determine which Generational cohort the respondent would fall into. Participants were then asked to rank order Kovach’s (1987) job reward factors from 1, most important, to 10 least important. The remaining questions were subjective questions about individuals’ workplace preferences and expectations. A description of the purpose of the survey and a link to the survey was publicly posted on Facebook for a period of seven days. The survey was also distributed via internal e-mail to the employees at Quality Vision International, Inc. (QVI), a small manufacturing company located in Rochester, NY.
Data Analysis

The job reward factors used in this research were developed and first used by Kovach in 1946 (Kovach, 1987). Kovach conducted research in 1946 and 1986 (1987), which showed that industrial employees, including blue-collar workers and professionals, ranked several other job reward factors above good wages. Employers often make the assumption that wages are the most important factor to employees in motivation, loyalty, and retention. Kovach’s research (1987) was able to contradict these assumptions, and has been used by other researchers (e.g. Wong, Tsu, and Tsang, 1999; Karl and Sutton, 1998) over the years in different fields and has yielded similar results. The data on job reward factors gathered in the current study was analyzed by organizing the data by generation and counting the number of times a specific reward factor was rated at a specific level to find out which ones were ranked most often at a specific number.

For the remaining questions, not including the job reward factors ranking, a chi square analysis was performed on each set of responses to each question to determine whether the responses of Generation Y differ significantly from those of the other generations. The chi-square test statistic is also sometimes called the “goodness of fit” test, because it checks whether there is a “good fit” between observed frequencies and expected frequencies (Howell, 1999). To calculate this statistic, one must first determine the expected frequency of each even, or in this case, response.
Table 3 - Chi Square Calculation Example

<table>
<thead>
<tr>
<th>I Prefer to Work</th>
<th>Gen Y (O)</th>
<th>Gen Y (E)</th>
<th>Other (O)</th>
<th>Other (E)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individually</td>
<td>23</td>
<td>(26.43)</td>
<td>88</td>
<td>(84.57)</td>
<td>111</td>
</tr>
<tr>
<td>In a Team</td>
<td>27</td>
<td>(23.57)</td>
<td>72</td>
<td>(75.43)</td>
<td>99</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>160</td>
<td></td>
<td></td>
<td>210</td>
</tr>
</tbody>
</table>

Table 3 shows that 23 Generation Y respondents report that they prefer to work individually, while 27 report they prefer to work in a group or team. Of the respondents in the other generations, 88 report they prefer to work individually and 72 prefer to work in teams. The formula used to calculate the chi-square ($\chi^2$) test statistic is

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

The expected frequency is calculated “by multiplying the totals for the row and column in which the cell is located and dividing by the total sample size (N)” (Howell, 1999, p. 379). Table 3 shows the expected frequencies for this example in the columns labeled Gen Y (E) and Other (E). The expected frequency represents the expected number of responses we will see if the null hypothesis is true. The null hypothesis in this study was generally that there would be no difference between the responses given by Generation Y and those given by members of other generations. When the observed number of responses diverge significantly from the expected counts, then it is unlikely that the null hypothesis is true (Howell, 1999). A small chi-square value indicates that the observed values are similar to the expected values leading to the assumption that the differences in percentages between Generation Y and the rest of the group cannot be considered statistically significant.
CHAPTER 4

Results

Overview of Study Results

A total of 222 individuals responded to the survey. Of those 220, 209 completed the entire survey from beginning to end, a 94.1% completion rate. Any responses that were incomplete, and also 2 responses from individuals who had never held a job, were thrown out and not included in the calculation of the results. See Table 3. Respondents were asked their employment status to distinguish their experience with work. Individuals who had never held a job were considered, for the purposes of this survey, to not have enough relevant knowledge of a work environment to give valuable responses.

Table 4 - Employment Status and Number of Respondents

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Gen Y</th>
<th>Gen x</th>
<th>Boomers</th>
<th>Veterans</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed Full Time</td>
<td>42</td>
<td>42</td>
<td>44</td>
<td>3</td>
<td>131</td>
</tr>
<tr>
<td>Employed Part Time</td>
<td>53</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>59</td>
</tr>
<tr>
<td>Self-Employed</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Unemployed but looking</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Unemployed, not looking</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Have Never Had a Job</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
<td>49</td>
<td>52</td>
<td>6</td>
<td>220</td>
</tr>
</tbody>
</table>

209 respondents completed the entire survey

Table 5 - Gender by Generation

<table>
<thead>
<tr>
<th>Gender</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>Male</td>
<td>46.4%</td>
<td>97</td>
<td>32.1%</td>
<td>17</td>
<td>66.7%</td>
</tr>
<tr>
<td>Female</td>
<td>53.6%</td>
<td>112</td>
<td>67.9%</td>
<td>36</td>
<td>33.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>209</strong></td>
<td><strong>53</strong></td>
<td><strong>45</strong></td>
<td><strong>46</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>
## Figure 1 - Overview of Key Findings

<table>
<thead>
<tr>
<th>Finding #</th>
<th>Hypothesis</th>
<th>Key Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Members of Generation Y reported interesting work as their most important job reward factor, second was good wages, and third was good working conditions. The top 2 were the same ratings as all of the generations combined. Generation Y diverged from the group in their third choice rating good working conditions significantly higher than job security.</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Generation Y reported some expected workplaces preferences and expectations more often than other generations currently active in the workforce.</td>
</tr>
<tr>
<td>3</td>
<td>2A</td>
<td>Generation Y reported a positive preference for working in teams. Members of other generations more often reported a preference for working individually, except for the Veterans, who were split 50/50. The differences in the responses of Generation Y to other generations were found to be statistically significant.</td>
</tr>
<tr>
<td>4</td>
<td>2B</td>
<td>Generation Y reported a positive preference for working with new technology. Generation Y preferences for working with technology were found to be statistically significant.</td>
</tr>
<tr>
<td>5</td>
<td>2C</td>
<td>Generation Y reported that they would prefer to work with the most qualified professional for the job more often than with a friend or group of friends. They also reported a preference for working with people they can have personal relationships with outside of the workplace. Both of these preferences were found to be statistically significant.</td>
</tr>
<tr>
<td>6</td>
<td>2D</td>
<td>All generations reported a preference for top performers receiving merit based pay over some other form of pay plan.</td>
</tr>
</tbody>
</table>
A statistically significant lower percentage of Generation Y respondents reported feelings of loyalty towards their employer than other generations, but more still felt they were loyal than not loyal. A lower percentage of all respondents felt their employer was loyal to them in return.

All responding generations reported a belief that it is more important to have the best people for the job than to have diversity in the workplace.

Generation Y did not report an expectation to have more jobs over the course of their careers than other generations.

Generation Y reported high levels of optimism, but not significantly higher than those reported by other generations.

All generations reported a similar preference for working flexible hours.

The majority of Generation Y respondents feel work/life balance is important. Other generations placed similar importance on work/life balance.

Generation Y placed more importance on being successful in their personal pursuits than their work. The differences in the responses of Generation Y to other generations were found to be statistically significant.

### Presentation of Findings

**Research question 1**

Do members of Generation Y have different workplace preferences and expectations than members of the other generations currently active in the workforce?

The research hypothesis associated with this research question is:

Hypothesis 1: Members of Generation Y will value Kovach’s job reward factors differently to members of other generations currently active in the workforce.
Findings on Hypothesis 1. Job reward factor ranked responses were separated by generation based on age. The number of times each factor was given a specific rank was determined for each generational cohort and also for all respondents overall. Table 6 shows the order in which the available job reward factors were ranked by respondents in the current study, and also includes the response data from Kovach’s 1946 and 1986 research (Kovach, 1987). As can be seen in Table 6, respondents across all generations rated interesting work as their number one job reward factor, and good wages consistently came in at number two.

Table 6 - Kovach’s Job Reward Factors

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting work</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Good wages</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Job security</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Good working conditions</td>
<td>9</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Promotion and growth in organization</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Full appreciation of work done</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Personal loyalty to employees</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Feeling of being &quot;in&quot; on things</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Tactful discipline</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Sympathetic help with personal problems</td>
<td>3</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Research question 2

Will members of Generation Y report stereotypical preferences assigned to their generation?

The research hypotheses associated with this research question are:

Hypothesis 2: Workplace preferences and expectations differ across the generations currently active in the workforce.
2A. Generation Y will display a positive preference for working in teams.

2B. Generation Y will display a positive preference for working with new technology.

2C. Generation Y will display a positive preference for working with friends.

2D. Generation Y will display a positive preference for merit based pay.

2E. Generation Y will exhibit lower feelings of loyalty to their employer.

2F. Generation Y will exhibit disinterestedness towards diversity.

2G. Generation Y will exhibit an expectation to have multiple jobs over the course of their career.

2H. Generation Y will exhibit a high level of optimism.

2I. Generation Y will show a preference for working flexible hours.

2J. Generation Y will exhibit an expectation to be able to balance work and their personal life.

2K. Generation Y will place greater importance on their personal life than their work life.

Findings on 2A. Members of Generation Y report a preference for working in teams more often than members of other generations. Table 7 presents the percentage of responses about how respondents prefer to work, individually or in a group or team, separated by generational cohort. A Chi Square analysis of the proportions was used to determine if there is statistically significant difference between the responses of Generation Y compared to the responses of all the other generations combined.
Table 7 – Working in a team vs. Individually by Generation

<table>
<thead>
<tr>
<th>I would prefer to work</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>Individually</td>
<td>52.9%</td>
<td>110</td>
<td>44.7%</td>
<td>46</td>
<td>56.3%</td>
</tr>
<tr>
<td>In a group or team</td>
<td>47.1%</td>
<td>99</td>
<td>55.3%</td>
<td>57</td>
<td>43.8%</td>
</tr>
<tr>
<td>total</td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>

The critical value of chi square on 1 degree of freedom at alpha=0.05 is 3.84 ($\alpha = .05$, $\chi^2_{0.05}(1) = 3.84$). The chi square is 5.18 ($\chi^2 = 5.18$). Thus, the differences in percentages between Generation Y and the rest of the group are statistically significant.

Findings on 2B. Members of Generation Y overwhelmingly believe that their computer skills are excellent. A downward progression can be seen in Table 8 of older individuals reporting less confidence in their computer skills. A Chi Square analysis of the proportions in Table 8 was performed to determine if there is a statistically significant difference between the responses of Generation Y compared to the responses of all the other generations combined.

Table 8 - Computer Skills by Generation

<table>
<thead>
<tr>
<th>I believe that in general</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>My computer skills are excellent</td>
<td>82.4%</td>
<td>173</td>
<td>89.3%</td>
<td>92</td>
<td>85.4%</td>
</tr>
<tr>
<td>My computer skills are not on par with others in my field</td>
<td>17.6%</td>
<td>36</td>
<td>10.7%</td>
<td>11</td>
<td>14.6%</td>
</tr>
<tr>
<td>total</td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>
The chi square value is 6.10 ($\chi^2 = 6.10$). Since the chi square value is more than the critical value, the difference in percentages between Generation Y and the rest of the group is statistically significant.

Generation Y also report a strong preference for communicating electronically, using new technologies such as e-mail, text messaging, instant messaging, and the Internet. A chi square analysis was performed to determine the significance of the comparisons shown in Table 9.

**Table 9 - Contact Preferences by Generation**

<table>
<thead>
<tr>
<th>Contact other people</th>
<th>Answer Options</th>
<th>ALL Frequency/Count</th>
<th>GENY Frequency/Count</th>
<th>GENX Frequency/Count</th>
<th>BOOMERS Frequency/Count</th>
<th>VETERANS Frequency/Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainly electronically, using e-mail, text messaging, instant messaging, or the internet</td>
<td>76.2% 160/86.4% 89</td>
<td>81.3% 39</td>
<td>55.8% 29</td>
<td>50.0% 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mainly by post, telephone, or in person</td>
<td>23.8% 49/13.6% 14</td>
<td>18.8% 9</td>
<td>44.2% 23</td>
<td>50.0% 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>209/103</td>
<td>48</td>
<td>52</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The chi square is 10.98 ($\chi^2 = 10.98$). Since the chi square value is more than the critical value, the difference in percentages between Generation Y and the rest of the group is statistically significant.

As seen in Table 10, about 80% of Generation Y respondents reported preferring to type directly into a computer over writing things out longhand on a sheet of paper. Members of other generations reported similar levels of preference also however.
Table 10 - Writing vs. Typing by Generation

<table>
<thead>
<tr>
<th>I prefer to:</th>
<th>ALL</th>
<th></th>
<th>GENY</th>
<th></th>
<th>GENX</th>
<th></th>
<th>BOOMERS</th>
<th></th>
<th>VETERANS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Options</td>
<td>Count</td>
<td></td>
<td>Count</td>
<td></td>
<td>Count</td>
<td></td>
<td>Count</td>
<td></td>
<td>Count</td>
<td></td>
</tr>
<tr>
<td>Write things out long hand on a sheet of paper</td>
<td>20.0%</td>
<td>41</td>
<td>22.3%</td>
<td>23</td>
<td>8.3%</td>
<td>4</td>
<td>25.0%</td>
<td>13</td>
<td>16.7%</td>
<td>1</td>
</tr>
<tr>
<td>Type directly into a computer</td>
<td>80.0%</td>
<td>168</td>
<td>77.7%</td>
<td>80</td>
<td>91.7%</td>
<td>44</td>
<td>75.0%</td>
<td>39</td>
<td>83.3%</td>
<td>5</td>
</tr>
<tr>
<td>total</td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The chi square value is 0.95 ($\chi^2 = 0.95$). Since the chi square value is less than the critical value, the differences in percentages between Generation Y and the rest of the group is not statistically significant.

Findings on 2C. Generation Y reported a preference for working with the most qualified professional for the job over working with a friend or group of friends, which would seem to discredit hypothesis 2C. In another question though, members of Generation Y reported a preference for working with people they can have personal relationships with outside of work over working only with people who remain professional acquaintances. This response would seem to confirm hypothesis 2C. A Chi Square analysis of the proportions in Tables 11 and 12 was used to determine if there is statistically significant difference between the responses of Generation Y compared to the responses of all the other generations combined.
Table 11 - Working with friends by Generation

<table>
<thead>
<tr>
<th>I would prefer to work with</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>with a friend or group of friends</td>
<td>25.2%</td>
<td>53</td>
<td>32.0%</td>
<td>33</td>
<td>27.1%</td>
</tr>
<tr>
<td>with the most qualified professional(s) for the job</td>
<td>74.8%</td>
<td>156</td>
<td>68.0%</td>
<td>70</td>
<td>72.9%</td>
</tr>
<tr>
<td>total</td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>

The chi square value is 4.79 ($\chi^2 = 4.79$). Since the chi square value is more than the critical value, the differences in percentages between Generation Y and the rest of the group is statistically significant.

Table 12 - Personal Relationships at Work by Generation

<table>
<thead>
<tr>
<th>I would prefer to work with</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>People I can have personal relationships with outside of work.</td>
<td>51.0%</td>
<td>107</td>
<td>66.0%</td>
<td>68</td>
<td>47.9%</td>
</tr>
<tr>
<td>People who remain professional acquaintances separate from my personal group of friends.</td>
<td>49.0%</td>
<td>102</td>
<td>34.0%</td>
<td>35</td>
<td>52.1%</td>
</tr>
<tr>
<td>total</td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>

The chi square value is 17.86 ($\chi^2 = 17.86$). Since the chi square value is more than the critical value, the differences in percentages between Generation Y and the rest of the group is statistically significant.
Findings on 2D. The responses of Generation Y contradict hypothesis 2D because they report the belief that company top performers should be paid according to a merit based pay system less often than do members of other generations. Table 13 shows the response rate of each generation about preferences for merit-based pay over other pay systems. Merit based pay does appear to be more popular across the board than other systems. A Chi Square analysis was performed to evaluate if there is a statistically significant difference between the responses of Generation Y compared to the responses of all the other generations combined.

Table 13 - Merit Based Pay by Generation

<table>
<thead>
<tr>
<th>The top performers in a company</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Options</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>Should be paid more than lower performers according to a merit based pay plan (e.g. according to their performance and contributions)</td>
<td>81.0%</td>
<td>170</td>
<td>77.7%</td>
<td>80</td>
<td>87.5%</td>
</tr>
<tr>
<td>Should be paid according to another plan, the same as other employees (e.g. salary grades, seniority pay, no specific plan, etc.)</td>
<td>19.0%</td>
<td>39</td>
<td>22.3%</td>
<td>23</td>
<td>12.5%</td>
</tr>
<tr>
<td>total</td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>
The chi square value is 1.80 ($\chi^2 = 1.80$). Since the chi square value is less than the critical value, the differences in percentages between Generation Y and the rest of the group is not statistically significant.

_Findings on 2E._ Generation Y employees report feeling less loyal to their current employers than do members of other generations. A Chi Square analysis of the proportions in Tables 14 and 15 was performed to determine if there is a statistically significant difference between the responses of Generation Y compared to the responses of all the other generations combined.

**Table 14 - Personal Feelings of Loyalty by Generation**

<table>
<thead>
<tr>
<th>I feel I am</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer Options</strong></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>Loyal to my current employer</td>
<td>89.5%</td>
<td>187</td>
<td>81.6%</td>
<td>84</td>
<td>93.8%</td>
</tr>
<tr>
<td>Not loyal to my current employer</td>
<td>10.5%</td>
<td>22</td>
<td>18.4%</td>
<td>19</td>
<td>6.3%</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>

The chi square value is 13.53 ($\chi^2 = 13.53$). Since the chi square value is more than the critical value, the differences in percentages between Generation Y and the rest of the group is statistically significant.
Table 15 - Perceptions of Employer Loyalty by Generation

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyal to me</td>
<td>72.4%</td>
<td>68.9%</td>
<td>79.2%</td>
<td>75.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>151</td>
<td>71</td>
<td>38</td>
<td>39</td>
<td>3</td>
</tr>
<tr>
<td>Not loyal to me</td>
<td>27.6%</td>
<td>31.1%</td>
<td>20.8%</td>
<td>25.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td></td>
<td>58</td>
<td>32</td>
<td>10</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>total</td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>

The chi square value is 1.14 ($\chi^2 = 1.14$). Since the chi square value is less than the critical value, the differences in percentages between Generation Y and the rest of the group is not statistically significant.

Findings on 2F. The design of this question makes it difficult to determine the relation of the responses to ambivalence toward diversity. The results do show that members of Generation Y most often reported that they prefer to work with the best person for the job rather than with a diverse employee population. A Chi Square analysis of the proportions in Table 16 was completed to estimate if there is a statistically significant difference between the responses of Generation Y compared to the responses of all the other generations combined.

Table 16 - Diversity by Generation

<table>
<thead>
<tr>
<th>Comparing the two choices below, I think</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is more important to have diversity in the workplace</td>
<td>12.4%</td>
<td>12.6%</td>
<td>10.4%</td>
<td>13.5%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>13</td>
<td>5</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>It is more important to have the best people for the job</td>
<td>87.6%</td>
<td>87.4%</td>
<td>89.6%</td>
<td>86.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>184</td>
<td>90</td>
<td>43</td>
<td>45</td>
<td>6</td>
</tr>
<tr>
<td>total</td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>
The chi square value is 0.84 ($\chi^2 = 0.84$). Since the chi square value is less than the critical value, the differences in percentages between Generation Y and the rest of the group is not statistically significant.

Findings on 2G. The results of this question shown in Table 17 refute hypothesis 2G. Members of Generation Y reported an expectation of having a few long term jobs over the course of their careers more often than an expectation of having multiple jobs over the same period. A Chi Square analysis of the proportions in Table 17 was performed to evaluate the level of statistical significance in comparing the responses of Generation Y and the responses of other generations.

<table>
<thead>
<tr>
<th>Table 17 - Expected Number of Jobs by Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I expect to</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Answer Options</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Have multiple jobs over the course of my career</td>
</tr>
<tr>
<td>Have just a few long term jobs over the course of my career</td>
</tr>
<tr>
<td>total</td>
</tr>
</tbody>
</table>

The chi square value is 0.35 ($\chi^2 = 0.35$). Since the chi square value is less than the critical value, the differences in percentages between Generation Y and the rest of the group is not statistically significant.

Findings on 2H. While members of Generation Y did exhibit high levels of optimism, it was not significantly higher than was reported by members of other generations. A Chi
Square analysis of the proportions in Tables 18 and 19 was performed to determine if there is a statistically significant difference between the responses of Generation Y compared to the responses of the other generations combined.

**Table 18 - Optimism 1 by Generation**

<table>
<thead>
<tr>
<th>I believe</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer Options</strong></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>I am an active participant in the success of the company</td>
<td>76.2%</td>
<td>160</td>
<td>80.6%</td>
<td>83</td>
<td>77.1%</td>
</tr>
<tr>
<td>My contribution potential is controlled by others</td>
<td>23.8%</td>
<td>49</td>
<td>19.4%</td>
<td>20</td>
<td>22.9%</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>

The chi square value is 1.84 ($\chi^2 = 1.84$). Since the chi square value is less than the critical value, the differences in percentages between Generation Y and the rest of the group is not statistically significant.

**Table 19 - Optimism 2 by Generation**

<table>
<thead>
<tr>
<th>I believe</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer Options</strong></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>I can make a difference, and I will leave the world a little better than it was when I arrived</td>
<td>88.1%</td>
<td>185</td>
<td>91.3%</td>
<td>94</td>
<td>81.3%</td>
</tr>
<tr>
<td>One person can not change the world</td>
<td>11.9%</td>
<td>24</td>
<td>8.7%</td>
<td>9</td>
<td>18.8%</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>210</td>
<td>103</td>
<td>45</td>
<td>46</td>
<td>6</td>
</tr>
</tbody>
</table>
The chi square value is 1.51 ($\chi^2 = 1.51$). Since the chi square value is less than the critical value, the differences in percentages between Generation Y and the rest of the group is not statistically significant.

*Findings on 2I.* Members of Generation Y reported a positive preference for working flexible hours over working the same hours regularly. A Chi Square analysis was performed on the proportions in Table 20 to evaluate the statistical significance of the difference in responses between the other generations and Generation Y.

**Table 20 - Preferred Working Hours by Generation**

<table>
<thead>
<tr>
<th>I would prefer to work</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>The same hours regularly</td>
<td>33.3%</td>
<td>70</td>
<td>35.9%</td>
<td>37</td>
<td>29.2%</td>
</tr>
<tr>
<td>Flexible hours</td>
<td>66.7%</td>
<td>140</td>
<td>64.1%</td>
<td>66</td>
<td>70.8%</td>
</tr>
<tr>
<td>total</td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>

The chi square value in this instance is 0.61 ($\chi^2 = 0.61$). Since the chi square value is less than the critical value, the differences in percentages between Generation Y and the rest of the group is not statistically significant.

*Findings on 2J.* The results in Table 21 show that members of Generation Y reported a high expectation of work/life balance being as important to their employer as it is to them. A Chi Square analysis of the proportions in Table 21 was performed to determine if there is a statistically significant difference between the responses of Generation Y compared to the responses of all the other generations combined.
Table 21 - Work/Life Balance by Generation

<table>
<thead>
<tr>
<th>Work/life balance</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>is important to me and should be considered important by my employer</td>
<td>72.4%</td>
<td>152</td>
<td>72.8%</td>
<td>75</td>
<td>75.0%</td>
</tr>
<tr>
<td>is important to me, but not my employer's responsibility</td>
<td>25.7%</td>
<td>54</td>
<td>25.2%</td>
<td>26</td>
<td>25.0%</td>
</tr>
<tr>
<td>is not important to me</td>
<td>1.9%</td>
<td>3</td>
<td>1.9%</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>

The chi square value is 0.03 ($\chi^2 = 0.03$). Since the chi square value is less than the critical value, the differences in percentages between Generation Y and the rest of the group is not statistically significant.

**Findings on 2K**. Respondents from Generation Y reported placing more importance on being successful in their personal pursuits than at work. A Chi Square analysis of the proportions in Table 22 was performed to analyze the level of statistical significance of the differences between the responses of Generation Y compared to the responses of the other generations combined.

Table 22 - Personal vs. Professional Success by Generation

<table>
<thead>
<tr>
<th>It is MORE important to me to</th>
<th>ALL</th>
<th>GENY</th>
<th>GENX</th>
<th>BOOMERS</th>
<th>VETERANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
<td>Count</td>
<td>Frequency</td>
</tr>
<tr>
<td>be successful at work</td>
<td>30.0%</td>
<td>62</td>
<td>23.3%</td>
<td>24</td>
<td>37.5%</td>
</tr>
<tr>
<td>be successful in my personal pursuits</td>
<td>70.0%</td>
<td>147</td>
<td>76.7%</td>
<td>79</td>
<td>62.5%</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>209</td>
<td>103</td>
<td>48</td>
<td>52</td>
<td>6</td>
</tr>
</tbody>
</table>
The chi square value is 3.94 ($\chi^2 = 3.94$). Since the chi square value is more than the critical value, the differences in percentages between Generation Y and the rest of the group is statistically significant.
CHAPTER 5

Implications and Recommendations for Further Study

Brief review of the purpose of study

The purpose of this study was to better understand workplace preferences and expectations of Generation Y. The study also aimed to compare the workplace preferences of Generation Y to those of Generation X, the Baby Boom Generation, and The Veteran Generation. This study was also conducted to contribute to the academic body of knowledge pertaining to Human Resource Development (HRD) practice.

Many of the results found in this study were as expected, in that Generation Y often responded as they were expected to, however, some of the results were not as expected in that their responses often did not significantly differ from those of other generations. It turns out, the respondents in this study are more alike than they may seem at first glance.

Brief summary of key findings and discussion

Only six members of the Veteran generation gave responses to this survey. Compared to the numbers of responders from other generations, six individuals’ responses are not enough from which to make generalizations about an entire generation. Hence, the author will not do so, and will comment on correlations and make inferences based only on the responses of the Baby Boom Generation, Generation X, and Generation Y.

Research question 1

Do members of Generation Y have different workplace preferences and expectations than members of other generations currently active in the workforce?
Key Findings

No significant differences were found among the top two responses from Kovach’s (1987) job reward factors. In this study, members of all generations reported interesting work and good wages as their top two job reward factors. The third highest rated job reward factor for members of both Generation X and the Baby Boomers was Job Security, but this was ranked sixth by members of Generation Y.

Interpretation and discussion of finding from research question 1

The finding of no differences in top rated job reward factors is at first surprising, but upon reflection, perhaps not. Workers have been rating interesting work as their most important reward factor since 1986, so this response was to be expected. The American economy is currently in a slump, which might cause many people to value good wages more than they might during more stable economic times. Good wages were much lower on everyone’s ratings in both 1946 and 1986, which leads this researcher to propose that the dire warnings and pessimistic reporting prevalent in the news media may have affected many of these responses. Interestingly though, this has not caused Generation Y to more highly value job security. Howe and Strauss (2000) suggest that members of Generation Y are looking for employers who value them as individuals, and who can provide them with what they feel entitled to in the workplace over those who can give them a steady job for the rest of their lives. They also propose that members of Generation Y will be more likely to put forth the effort to make changes in their organizations, with the expectation that these efforts will be valued and recognized, than generations before them. The present research suggests that the ranking of good working conditions as third, of full appreciation of work done as fourth by members of Generation
Generation Y supports these theories. Responses ranking third, fourth, and fifth were where the most significant differences between the generations were found. All seemed to agree that a feeling of being in on things (eighth), tactful discipline (ninth), and sympathetic help with personal problems (tenth) were the lowest valued of the job reward factors.

While Generation Y ranked good working conditions relatively highly at third, the Baby Boomers put it seventh. Generation Y put personal loyalty to employees seventh, while Baby Boomers ranked job security at third. It is important for organizations to note differences in value such as those when working with multi-generational teams to determine recognition and reward systems that will be meaningful and valuable to all involved. It will also benefit managers and supervisors to be aware of these preferences when conducting meetings with individuals, to help them distinguish what they can say or do to effectively motivate a member of their team. For example, when giving praise, a manager may want to let a member of the Baby Boom Generation know how much his or her contributions are valued, and how the organization looks forward to continuing that relationship in the years to come. The same manager may find it more effective to let a member of Generation Y know that the suggestion he or she gave at the meeting last week is under serious consideration, and to give follow up and feedback on the process to that employee, no matter what the outcome.

Research question 2
Will members of Generation Y report stereotypical preferences assigned to their generation?
Key Findings

Generation Y reported several expected workplaces preferences and expectations more often than other generations currently active in the workforce. Compared to other generations, statistically significant preferences for working in teams, working with friends and having colleagues as friends, working with current and new technology, and for being most successful in their personal pursuits were found.

Interpretation and discussion of findings from research question 2

Statistically significant expected differences were seen in several of the Generation Y responses. The findings and responses associated with this research questions can be used to identify key priorities of managing and working with multi-generational teams. For example, understanding Generation Y members’ preferences for communicating electronically will help organizations to know how to communicate more effectively with these individuals. It is interesting to note that many of the preferences of Generation Y are shared by members of the other generations as well.

Implications

While it would be unwise to stereotype a generation, such as Generation Y, before they have had a chance to fully develop, there are benefits to be gained from trying to draw some conclusions now, and to predict future behaviors for the incoming workforce. This researcher proposes another theory based the findings of this research: generations absorb the values of each other. While the Baby Boomers were dominating the workforce, it may be that the stereotypes about them were true, but then as Generation X, and now Generation Y began to filter in, it is possible that many of the benefits expected by these workers will become just as important to everyone else as well. It is also
possible that the preferences and expectations of Generation X and the Baby Boomers will change and shape those of Generation Y. Generalizations can be made about the generations, and used for benefit in the workplace, but like everything, the key is to use them in context. It will be critical for organizations to understand that just because research suggests Generation Y demands one type of working environment or benefit, that members of other generations will not want it as well. This researcher believes the work environment is changing, and that is it important not to get left behind, but that those changes cannot be dissected or segregated to certain groups.

As the workplace preferences and expectations of Generation Y filter into the workplace, this researcher believes they will become recognized and accepted. What are now considered almost impudent expectations of entitlement in Generation Y may just become the norm for all generations. At the same time, this researcher does not believe the work environment will entirely accommodate all of the needs of Generation Y either. The existing norms will be impressed upon the incoming workforce, and it is the belief of this researcher that we will end up with some kind of compromise or middle ground that will satisfy all workers. This may seem slightly utopian, and it is not expected to work in every way, however, this researcher suggests that we are in a time of major change, and when the dust settles, Generation Y will dominate the workforce.

Based on the findings of this study, Figure 2 provides suggestions for working effectively with members of Generation Y.
Figure 2 - Working with Generation Y

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be prepared to be challenged.</td>
<td>Generation Y is looking for interesting work and good working conditions, and if these are not available, a member of Generation Y will make an effort to change things so they are.</td>
</tr>
<tr>
<td>Don’t be afraid to get to know them.</td>
<td>Generation Y wants to work with the best professionals, but they also want those professionals to be their friends.</td>
</tr>
<tr>
<td>Stay on top of technology.</td>
<td>Organizations need to offer the opportunity for young professionals to use the technology they love at work. Generation Y is ready and willing to share their knowledge.</td>
</tr>
<tr>
<td>Understand that this generation is in constant communication with their friends.</td>
<td>Update outdated Internet and personal communications policies to reflect an understanding that personal communications are inevitable and understood, but should be kept to a minimum. All workers will appreciate this more than a policy that prohibits it altogether.</td>
</tr>
<tr>
<td>Give feedback.</td>
<td>Whether it is positive or negative, this generation wants to communicate, not just with their friends, but also with their employer.</td>
</tr>
<tr>
<td>Where you can, stay flexible.</td>
<td>Offering work from home options or flex time may not be possible for all employers, but it is important to recognize that just because something has always been done a certain way, this does not mean we have to continue the practice. Keep an open mind.</td>
</tr>
</tbody>
</table>

There are many characterizations and stereotypes for all of the generations, and it is important to recognize that these will not necessarily apply to every individual. These generalizations are made to draw inferences on how best to manage, support, and work with different people, not to pigeonhole an individual into any specific category or behavior. To work most successfully with their employees, an employer must recognize that individual people are different. It is not necessary to manage to every individual’s
specific needs, but an employer who recognizes there are different ways of managing different groups of people is likely to have more satisfied employees. Some people prefer to work in teams, others individually; some need encouragement and recognition, others feel embarrassed by it; recognizing differences such as these and placing an employee with a similar group of people, or with a manager who has a matching leadership style, will benefit both the employee and the company.

**Limitations**

1. Low response level of the Veteran Generation

Response to the survey used in the current research by members of the Veteran Generation was very low, only six respondents total, making their responses statistically insignificant. This survey was distributed entirely online, and no hard copies were distributed or made available. It is suggested that future research include other methods of collecting paper, such as hard copy surveys, or voice response, to garner responses from a wider range of age groups.

2. Range of questions

Future research may benefit from offering a wider range of questions. The questions in the current research were all multiple choice, with no open-ended questions offered. Responses may be more meaningful if participants are given the option to elaborate on their responses and explain their meaning more deeply.

3. Gender

Results of this survey may have been affected by disparities in the number of respondents of each gender within the generational ranges. 68% of Generation Y
respondents were female; while only 33% of Generation X, and 39% of the Baby Boom Generation respondents were female.

4. Further analysis

Time limitations prevented further in depth analysis of the results of this survey. A deeper understanding may have been gained from comparing the responses of each generation separately to each other, instead of just comparing the responses of Generation Y to the responses of all of the other generations combined. It would have been interesting to compare responses based on employment status.

5. Sample

It is impossible to tell which respondents were exposed to the survey on Facebook and which were exposed through the internal e-mail at QVI. A more controlled and well-defined sample may produce more meaningful and specific results for a researcher interested in providing information to a specific industry or employer.

6. Bias

It is possible that a bias towards current technological trends and expectations exists in the sample used. All of the responses were gathered electronically and this may have unintentionally garnered responses mainly from individuals who because they use a computer, use the internet, and have e-mail, may be expected to have a higher preference for working with technology and other facets of the survey than individuals who do not have access to a computer.

Suggestions for future research

The HRD community would benefit from research that compared the assumptions that members of different generations make about each other to what they say about
themselves. It would also be interesting to gather information comparing responses and assumptions of supervisors and members of management to the responses and assumptions of employees. This would provide insight onto any potential existing disconnect between management and employees about workplace preferences and expectations.

Further research could also focus on more specific comparisons within specific industries or groups. More demographic data could be collected from respondents, such as income level, job type, organizational level, exempt or non-exempt status, marital status, and whether they have children, and comparisons could be made to see whether any differences exist or are correlated with these factors, beyond just differences based on age. These could also be compared to evaluate any differences based on gender.

The direction of generational research might also benefit from an examination of how the generations are alike as opposed to just investigating their differences. Knowing the similarities between the generations could be used to the same effect of difference in providing insight in how to best manage and work with multi-generational teams.

This researcher recommends a future study to gather further information about all generation members’ preferences when working in teams. Topics such as how individuals prefer to communicate, whether they prefer to do everything as a group, or break a project up into parts for individuals to complete and be reviewed by the team, working conditions, expectations, norms, and team size preferences would be useful to know to provide information to project managers on how to best organize and implement their teams.
Conclusion

This study was conducted to evaluate some of the workplace preferences and expectations of the newest generation entering the workforce, Generation Y. It also sought to determine the validity of some existing stereotypes about this generation. The hope for the results of this research is that they will be used to create guidelines and best practices for working with all generations of workers.

The results of this study may also provoke original thought and discussion on a topic that has been much commented on without evidence, and sometimes maligned by other writers, the press, and the online community. With preparation and open minds, employers, HRD professionals, managers, and the existing workforce will be able to embrace and incorporate the expectations and needs of the incoming cohort with their existing norms to create the most effective and mutually beneficial workplace possible.
References


   Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace. New York,

APPENDIXES

Appendix A. Survey

**HR - 590**

1. Introduction

I am investigating generational differences in workplace needs and expectations as part of my final project for obtaining my Masters degree in Human Resource Development at St. John Fisher College.

Your participation in the survey is greatly appreciated.

Your identity will remain anonymous and responses will be kept confidential. The results of this survey will be used for research purposes only and will have no effect on, or relationship with, your employment or work environment.

This survey is being distributed to a population of working individuals in a variety of ways, and participation is not limited to any specific group or place of employment.

Please answer all questions thoughtfully and honestly.

Thank you,
Tori Larysz

2. Demographics

This information will not and can not be used to identify you

**1. Gender:**

- [ ] Male
- [ ] Female
**2. Age:**
- Under 16
- 18
- 19
- 20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30
- 31
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
### 3. Employment Status

This study is investigating the workplace attitudes of individuals who hold or have held a part or full-time position; this includes adult graduate students who also work part or full-time, undergraduate students who work part or full-time, and unemployed non-students.

If you have never held a part or full-time work position, or are otherwise unfamiliar with a work environment, please indicate this below, then click next, and you will be taken to the last page of this survey.
**HR - 590**

*1. I am currently*
- [ ] Employed Full Time
- [ ] Employed Part Time
- [ ] Self-Employed
- [ ] Unemployed but looking for work
- [ ] Unemployed and not looking for work
- [ ] Have never had a job

**4. Job Reward Factors**

Please rank the following job reward factors in order of importance to you:

(1) being the MOST IMPORTANT and (10) being the LEAST IMPORTANT.

Please use each number (1-10) only once.

Job reward factors are those benefits, working conditions, or experiences that help you want to work for an employer.

*2. Ranking*

<table>
<thead>
<tr>
<th>Factor</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion and growth in organization</td>
<td></td>
</tr>
<tr>
<td>Sympathetic help with personal problems</td>
<td></td>
</tr>
<tr>
<td>Interesting work</td>
<td></td>
</tr>
<tr>
<td>Job security</td>
<td></td>
</tr>
<tr>
<td>Full appreciation of work done</td>
<td></td>
</tr>
<tr>
<td>Good working conditions</td>
<td></td>
</tr>
<tr>
<td>Feeling of being &quot;in&quot; on things</td>
<td></td>
</tr>
<tr>
<td>Good wages</td>
<td></td>
</tr>
<tr>
<td>Tactful discipline</td>
<td></td>
</tr>
<tr>
<td>Personal loyalty to employees</td>
<td></td>
</tr>
</tbody>
</table>

**5. Benefits**
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1. Please choose your top 5 perquisite benefits from the drop down menus below. "Perks" are benefits not mandated by law that an employer offers to make working at their company more attractive and lucrative to employees. You may choose "other" for one of, or even all of the options and fill in your own most important benefits.

**First Choice = most important to you.**

<table>
<thead>
<tr>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Choice</td>
</tr>
<tr>
<td>Second Choice</td>
</tr>
<tr>
<td>Third Choice</td>
</tr>
<tr>
<td>Fourth Choice</td>
</tr>
<tr>
<td>Fifth Choice</td>
</tr>
</tbody>
</table>

If you answered "Other" to any of the choices above, please specify choice number and benefit below.

---

6. Work Environment

The following are forced choice questions. Choose the answer that is MOST OFTEN like you, even if you sometimes agree with the other choice.

* 1. I would prefer to work
  - [ ] Individually
  - [ ] In a group or team

* 2. I would prefer to work
  - [ ] with a friend or group of friends
  - [ ] with the most qualified professional(s) for the job

* 3. I believe that in general
  - [ ] My computer skills are excellent
  - [ ] My computer skills are not on par with others in my field

* 4. I contact other people
  - [ ] Mainly electronically, using e-mail, text messaging, instant messaging, or the internet
  - [ ] Mainly by post, telephone, or in person
**5. I prefer to:**
- Write things out long hand on a sheet of paper
- Type directly into a computer

**6. I would prefer to work with**
- People I can have personal relationships with outside of work
- People who remain professional acquaintances separate from my personal group of friends

**7. I expect to**
- Have multiple jobs over the course of my career
- Have just a few long term jobs over the course of my career

**8. I believe**
- I am an active participant in the success of the company
- My contribution potential is controlled by others

**9. I feel I am**
- Loyal to my current employer
- Not loyal to my current employer

**10. I feel my current employer is**
- Loyal to me
- Not loyal to me

**11. Comparing the two choices below, I think**
- It is more important to have diversity in the workplace
- It is more important to have the best people for the job

**12. The top performers in a company**
- Should be paid more than lower performers according to a merit based pay plan (e.g. according to their performance and contributions)
- Should be paid according to another plan, the same as other employees (e.g. salary grades, seniority pay, no specific plan, etc.)

**13. Make a prediction on your future success**

<table>
<thead>
<tr>
<th></th>
<th>Uncertain</th>
<th>Somewhat Uncertain</th>
<th>Neutral</th>
<th>Somewhat Certain</th>
<th>Certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the probability of your personal success in the next 3 years?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the probability of your personal success in the next 10 years?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### HR - 590

**14. I believe**
- [ ] I can make a difference, and I will leave the world a little better than it was when I arrived
- [ ] One person can not change the world

**15. I would prefer to work**
- [ ] The same hours regularly
- [ ] Flexible hours

**16. It is MORE important to me to**
- [ ] be successful at work
- [ ] be successful in my personal pursuits

**17. Work/life balance**
- [ ] is important to me and should be considered important by my employer
- [ ] is important to me, but not my employer’s responsibility
- [ ] is not important to me

### 7. Thank You

Thank you for your participation in this survey. Your responses will remain anonymous.

If you would like to revisit or change any of your answers, please use the back button below. Otherwise, please click Done to submit this survey.

If you have any questions about the survey you just completed, please e-mail tori@larysz.com

Again, thank you!
Sincerely,
Tori Larysz
Appendix B. E-Mail to Participants

-----Original Message-----
From: Larysz, Tori (ext. 221)
Sent: Monday, February 23, 2009 12:08 PM
To: Confidential
Subject: Participation Request

<https://www.surveymonkey.com/s.aspx?sm=8rF68gZpjpFxnxmt9f84Crw_3d_3d>

I am investigating generational differences in workplace needs and expectations as part of my final project for obtaining my Masters degree in Human Resource Development at St. John Fisher College.

I am trying to garner as many s to this survey as possible, so please forward this invitation or link to anyone you know, of any age, who has ever had a job, and may be willing to participate.

Your identity will remain entirely anonymous and s will be kept confidential. The results of this survey will be used for research purposes only and will have no effect on, or relationship with, your employment or work environment.

This survey is being distributed to a population of working individuals in a variety of ways, and participation is not limited to any specific group or place of employment.

Please answer all questions thoughtfully and honestly. This survey should only take you about 5 minutes to complete.

I would also like to take this opportunity to thank so many of you for gamely acting as guinea pigs for my various school related projects over the past few years. You have been truly wonderful.

Thank you,
Tori Larysz

Click the link below to participate in this survey:

<https://www.surveymonkey.com/s.aspx?sm=8rF68gZpjpFxnxmt9f84Crw_3d_3d>

Tori Larysz, SPHR
HR Administrator
Quality Vision International, Inc.
Fax: 585-544-4998
vjl@qvii.com
## Appendix C. Facebook Posting

### Participation Request

**Event Info**
- **Host:** Toni Layaz
- **Type:** Education - Class
- **Network:** Global

**Time and Place**
- **Start Time:** Sunday, February 22, 2009 at 9:00am
- **End Time:** Saturday, February 28, 2009 at 12:00am
- **Location:** Online

**Contact Info**
- **Email:** vjfre@gmail.com

### Description

Click the link below to participate in this survey:


I am investigating generational differences in workplace needs and expectations as part of my final project for obtaining my Master's degree in Human Resource Development at St. John Fisher College.

I am trying to gather as many responses to this survey as possible, so please forward this invitation or link to anyone you know who has ever had a job.

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Please answer all questions thoughtfully and honestly.

Thank you,

Toni Layaz

**Link to Survey:**

### Links

- [Post a link](http://)

### The Wall

No wall posts