UNIVERSITY OF KWAZULU-NATAL

SUCCESSFULLY INTEGRATING AND MANAGING MILLENNIALS IN THE 21ST CENTURY WORKPLACE

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A dissertation submitted in fulfilment of the requirements for the degree of

Master of Commerce in Human Resource Management

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2015

DECLARATION

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ABSTRACT

The study aims to examine the three generations (Generation Y, Generation X and Baby Boomers) that constitute the present day labour force and the differences between these three groups. The millennial generation brings with them a diverse set of workplace attitudes, expectations and characteristics in comparison to the two previous generations (Baby Boomers and Generation X). Therefore, the study serves to provide a better understanding of millennials' characteristics, expectations and values and how they can cohesively be integrated with the other two generations, which will result in the effective integration and management of millennials in today's 21st century workplace. In particular, generational differences were assessed in terms of six dimensions (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and, constant growth and advancement in the workplace) having the potential to influence the integration and management of millennials in the workplace.

The research study was conducted in a public sector organisation in KwaZulu-Natal. The study utilised the cluster sampling technique to draw a sample of 93 employees from a public sector whilst ensuring representation of the three generations. Data was collected from employees using a self-developed questionnaire, whose psychometric properties (validity and reliability) were statistically assessed using Factor Analysis and Cronbach's Coefficient Alpha respectively. Raw data was captured using the Excel, processed using SPSS version 22 and analysed using both descriptive and inferential statistics. Qualitative data was analysed using content analysis.

The results indicate that learning and diversity, workplace fun and extrinsic values/rewards were ranked as the three most important workplace dimensions by employees in the public sector organisation. Additionally, the three generations within the public sector organisation (Generation Y, Generation X and Baby Boomers) were found to have significantly different perceptions in relation to an interesting and motivating work environment, a flexible and efficient work environment and learning and diversity and, biographical differences across the generations were also noted. It was noted that these three generations also shared a number of similarities, for example, all desire workplace fun. Since today's organisations entail all three generations, both managers and organisations have a critical role to play in gaining deeper insights and understanding in relation to this new generation. As a result, this study provides guidelines and recommendations that assist in promoting continuous and harmonious workplace relationships amongst the three generations, resulting in the successful integration and management of millennials, as well as better retention of key employees within the organisation.

TABLE OF CONTENTS

NUMBER   **NATURE OF CONTENT**   **PAGE**

CHAPTER 1: INTRODUCTION AND OVERVIEW OF THE STUDY

CHAPTER 2: THE MILLENNIAL GENERATION

CHAPTER 3: MILLENNIALS' ATTITUDES, VALUES AND EXPECTATIONS IN THE WORKPLACE

CHAPTER 4: THE RESEARCH DESIGN

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

A new generation of employees, known as the millennial generation or Generation Y, has entered the workforce. As this generation comes into the workforce, they bring with them a higher standard of expectations and goals that greatly differ from those of their counterparts, the Baby Boomers and Generation Xers (Meier & Crocker, 2010). According to Mencl and Lester (2014), Generation Y is in search of a variety of opportunities from their present-day employers, such as, collaborative partnerships, flexible engagements at work, thought-provoking work, participation in problem-solving, fiscally rewarding work opportunities, flexible balance between work and their personal lives, an environment that supports diversity, limitless learning opportunities, career advancement and, instant feedback and appreciation.

Twenge (2010, p. 208) labels Generation Y as the "most high-maintenance workforce in world history". Twenge (2010) also maintains that this generation of millennials will soon turn out to be the most productive generation ever in the workplace (Twenge, 2010). Meier and Crocker (2010) support this statement by emphasising that Generation Y is coming into the workplace with aspiration, initiative and motivation combined with an attitude of determination that could most likely result in them becoming the most productive generational cohort of all time.

1.2 PROBLEM STATEMENT

Clearly, it is evident that today's organisations and managers are equally faced with the novel and challenging task of recruiting, developing, motivating and retaining a new generation of talented employees within the 21st century workplace (Twenge, 2010). Sonier (2012) mentions that almost an excess of 5 million Baby Boomers are soon to retire within the next 5 to 15 years. This is a problem because approximately 4.6 million Generation Xers are next in line, exposing an inadequate number of this generation to lead in the workplace (Brack, 2012). Therefore, in order for organisations to successfully attract, integrate and manage this new generation of millennial workers, it becomes essential for them to gain deeper knowledge and insights of the work values of this different group of individuals, and how they may possibly vary from the values of generations before them (Twenge, Campbell, Hoffman & Lance, 2010).

1.3 FOCUS OF THE STUDY

The focus of this study is the integration and management of millennials in the 21st century workplace. Hence, the study serves to provide managers and employers with a variety of valuable and helpful insights on how they can work towards successfully integrating and managing the current millennial workforce. In addition, since millennials come with a strong educational background, enthusiasm and optimism, the study aims to assess the contributions that this generation can make when cohesively integrated with the other two generations (Baby Boomers and Generation X) in the workplace.

Therefore, this means understanding millennials' characteristics, expectations and values and how they differ from the other two generations will enable employers to manage them more effectively in the workforce. Hence, this research is deemed critical because it will assist both managers and employers in today's organisations to gain a deeper understanding of this new generation of millennial employees that have entered the workforce. Additionally, the study is essential because it will serve to provide employers with increased knowledge on the diverse set of work values, attitudes and expectations that millennials bring with them into the workplace. Furthermore, it should be noted that millennials come into the workforce with different characteristics, expectations and values from the other two generations; hence, their integration into the workplace often poses several challenges which this study also aims to explore.

Hence, the problem statement is: How do Millennials' needs, characteristics and values differ from Generation Xers and Baby Boomers and how do these generational differences influence their integration and management in the workplace?

In the study and title 'successful integration is perceived as only being able to be achieved if the entire context and the other generations are studied too; otherwise, just by studying millennials, successful integration is impossible. It is a holistic understanding of 'successful integration'. 'Successful integration' therefore, implies the three generations Millennials, Generation Xers and Baby Boomers) and the management of millennials is defined in terms of the six dimensions as stated in the objectives of the study.

1.4 OBJECTIVES OF THE STUDY

The six key dimensions of the study having the potential to influence the integration and management of millennials in the workplace include extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and, constant growth and advancement in the workplace. In order to integrate and manage millennials effectively in the workplace, the following research objectives will be explored:

1. To assess the different characteristics, workplace expectations and values that all employees (including millennials) bring with them into the workplace in relation to the key dimensions of the study (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and, constant growth and advancement in the workplace).

2. To assess the different characteristics, workplace expectations and values millennials bring with them into the workplace in relation to the key dimensions of the study and how these differ from the other generations.

3. To determine the extent to which the key dimensions of the study are important to millennials and employees from other generations.

4. To evaluate the extent to which the key dimensions of the study interrelate with each other.

5. To assess the extent to which millennials and employees from other generations varying in age, gender, race, position, tenure and education levels differ with regards to the key dimensions of the study.

6. To identify the challenges that millennials face in the organisation, being from the youngest generation in the organisation with a different approach to life as compared to the other generations.

7. To examine how millennials see themselves as constructive contributors to organisational growth and success as compared to the other generations.

8. To recommend strategies to successfully integrate and manage millennials in the workplace.

1.5 HYPOTHESES

Two main hypotheses are tested in this research study.

Hypothesis 1

There exist significant intercorrelations amongst the dimensions of extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace respectively.

Hypothesis 2

Employees varying in biographical profiles (age, generation, gender, race, position, tenure, education) differ significantly in their perceptions of the key dimensions of the study that determine the integration and management of millennials in the workplace (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace) respectively.

1.6 LIMITATIONS OF THE STUDY

Due to the research study following a quantitative approach, through the utilisation of a manual questionnaire survey method, the main limitation of the study is that the sample cannot be regarded as being adequate for the population due to the lower response rate than expected. Additionally, the researcher is not in a position to probe and prompt respondents in any way. However, the questionnaire is designed in a manner that will provide fruitful and valuable insight into the characteristics, expectations, values and challenges of millennials and also explores how these differ from the other two generations.

This study also assesses the characteristics, expectations and values of the various generations (Generation Ys, Generations Xers, and Baby Boomers) at one point in time. Future studies may consider conducting a longitudinal study to assess whether these expectations, characteristics and values change over time as this will be imperative in continuously managing change to ensure ongoing cohesiveness of the workforce.

1.7 SUMMARY OUTLINE PER CHAPTER

This section will provide a brief summary of the content to be discussed in each of the chapters to follow.

Chapter one introduces and provides an overview of the research study by presenting a general background about the new cohort of millennial employees that have entered the 21st century work environment. Furthermore, the chapter moves on to present the problem statement, the focus of the study, the research objectives, the research hypotheses and the limitations of the study.

Chapter two and chapter three consist of the literature that was reviewed in relation to the three generations (Baby Boomers, Generation Xers and Generation Ys) that make up today's 21st century workforce. Chapter two begins by giving a description of the composition of the South African Workforce. It further moves on to discuss Human Development and the Human Development Index, as well as the impact it has had on the South African Workforce in the past years. In particular, Chapter two provides a deeper understanding of the millennial generation in comparison to their counterparts, the Baby Boomer Generation and Generation X. The chapter then proceeds to focus on the three generational cohorts that make up today's workforce and how each generation differs from the other. In addition, different values, attitudes, characteristics and expectations that millennials bring with them into the workplace are identified and discussed. The discussion proceeds to look at the millennial generation in South Africa and how this generation has been affected by high levels of unemployment in the country. Lastly, retention strategies that can be implemented by organisations to retain this new generation of millennial workers are discussed.

Chapter three serves to broaden one's understanding of the diverse set of work attitudes, values and expectations that exist amongst millennials in the modern 21st century work environment. Additionally, this chapter proceeds to discuss the six key workplace dimensions (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace) that have the potential to influence the integration and management of millennials in the workplace. Valuable and helpful insights on how managers or employers within organisations can work towards successfully integrating and managing millennials in the current workforce will also be outlined.

Chapter four explicates the research methodology that will be utilised in the collection of data in order to achieve the objectives of the study. In addition, the description of the sample together with the sampling techniques used to carry out the study is discussed. The data collection method used to obtain data from the desired participants is presented. Furthermore, the chapter discusses data analysis methods through the appropriate use of descriptive and inferential statistics together with a discussion of how the psychometric properties (validity and reliability) of the questionnaire will be statistically determined.

Chapter five presents the findings/results of the study through the use of tabular and graphical presentations. Furthermore, the chapter carries out an analysis which presents a holistic perspective of all employees in relation to the key dimensions of the study. This is followed by a comparative analysis in relation to the three different generations, namely, Generation Ys, Generation Xers and Baby Boomers. Qualitative analyses are also conducted relating to the challenges that the various generations (Generation Ys, Generation Xers, and Baby Boomers) face in the work environment and the constructive contribution that they believe they can respectively make.

In Chapter six, results regarding the six key dimensions (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace) having the potential to influence the integration and management of millennials in the workplace are compared and contrasted with findings of other researchers in the field. Hence, the key findings in the study, generated as a result of the descriptive and inferential statistics, biographical influences of the sampled workforce and biographical influences based on the different generations in the workplace (millennials or Generation Ys, Generation Xers and Baby Boomers) are presented graphically at the end of this chapter (Figure 6.1).

In Chapter seven, recommendations based on the results of the study as well as recommendations for future research are presented. Hence, the recommendations based on the results of the study are presented graphically at the end of this chapter (Figure 7.1).

1.8 IMPORTANCE OF THE STUDY TO ALL RELEVANT STAKEHOLDERS

This study will be important to millennials, co-workers, managers, the organisation as a whole and then the economy because having a well-integrated workforce across generations has the potential to stimulated interpersonal relations, satisfaction and productivity. It will also be important to academics and scholars who will gain insight into managing millennials in the workplace.

1.9 CONCLUSION

This chapter provided an introduction and overview of the research study in relation to the successful integration and management of millennials in the 21st century workplace. It further discussed the problem statement, the focus of the study, the research objectives and hypotheses as well as the limitations of the study. Finally, it provided a brief summary of the content to be included in each of the chapters to follow. Chapter two will focus on the three generational cohorts that make up today's workforce and how each generation differs from the other. Hence, this chapter will serve to provide a deeper understanding of the millennial generation in comparison to their counterparts, the Baby Boomers and Generation X.

CHAPTER 2

THE MILLENNIAL GENERATION

2.1 INTRODUCTION

The 21st century workplace is constantly and gradually being transformed as more and more Baby Boomers begin to quickly retire from the workplace, thereby leading to a large number of millennials taking the workplace by storm (Kaifi, Nafei, Khanfar & Kaifi, 2012). According to Kane (2012), Generation Xers make up the 44 to 50 million American individuals born between 1965 and 1980. Generation X individuals embrace ethnical diversity more and have better education than their Baby Boomer counterparts (Kane, 2012). According to Sonier (2012, p. 22), "nearly more than 5 million Baby Boomers are expected to retire within the next 5 to 15 years". However, a dilemma arises since only about 4.6 million Generation Xers are following after them, therefore revealing a proportional lack of Generation Xers that can take over the workplace (Brack, 2012). As a result of these new changes, a crisis has been created in organisations, which calls for managers to implement novel strategies that can be utilised towards recruiting, retaining and motivating the younger generations in today's workplace (Lyons, Ng & Schweitzer, 2010).

According to Luttrell and McLean (2013), by the year 2020, the millennial generation will comprise 40% of professionals in the world. This new generation of employees, the millennials or Generation Y as they are known, tend to hold a significantly diverse set of values, attitudes and expectations from the generations of workers who preceded them, that is, the Baby boomers and the Generation X (Lyons et al., 2010). Additionally, millennials are also referred to as a positive generation who possess a different approach to the workforce and the corporate world (Harris-Boundy & Flatt, 2010).

This section of the literature review will provide us with a deeper understanding of the millennial generation in comparison to their counterparts, the Baby Boomer Generation and Generation X. Therefore, the chapter will begin by describing the composition of the South African Workforce. It will then proceed to discuss Human Development and the Human Development Index, as well as the impact it has had on the South African Workforce in the past years.

The chapter will then move on to focus on the three generational cohorts that make up today's workforce and how each generation differs from the other. It will then proceed to identify the different values, attitudes, characteristics and expectations the millennial generation brings with them into the workplace. In addition, there will also be a discussion of the millennial generation in South Africa and how this generation has been affected by high levels of unemployment in the country. Finally, retention strategies that can be implemented by organisations to retain this new generation of employees will be discussed.

2.2 THE SOUTH AFRICAN WORKFORCE

The South African workforce is made up of all individuals who are either working or available to work and are actively seeking work (Saunders, 2013). According to Statistics South Africa (2013b), the South African workforce consists of all individuals who are employed as well as all individuals who are unemployed. Furthermore, the working-age population consists of all individuals from the age of 15-64 years (Statistics South Africa, 2013b). Therefore, from the aforementioned definitions, not every individual within the working age population is part of the workforce. As a result of this, the total percentage that makes up the working age population of the workforce in South Africa is 62% (Saunders, 2013).

Saunders (2013) goes on to point out that workforce participation should not be mistaken for employment because the workforce comprises both the employed and the unemployed. Hence, not every individual in the workforce is employed (Saunders, 2013). Statistics South Africa (2013, p. 17b) defines employed individuals as "individuals from the age of 15-64 years who, during the reference week, did any work for at least one hour, or had a job or business but were not at work (temporarily absent)". Simply put, the employed are those individuals within the workforce who at present have jobs (Saunders, 2013). On the other hand, the unemployed are defined as those individuals within the workforce who are actively on the lookout for work but are not able to find it (Saunders, 2013). Statistics South Africa (2013b) further defines the unemployed as "individuals from the age of 15-64 years who:

a) Were unemployed in the reference week and;
b) Individuals who actively searched for work or tried to initiate a business in the four weeks prior to the survey interview and;
c) Individuals who were available for work, that is, they would have been able to start work or a business in the reference week or;
d) Those individuals who had not actively searched for work in the previous four weeks, but had a job or business to initiate at a specific future date and were available" (Statistics South Africa, 2013b, p. 17).

Statistics South Africa (2013b, p. 17) defines the unemployment rate as "the proportion of the labour force that is unemployed". According to Saunders (2013), South Africa is one of the countries with the highest unemployment rates worldwide. From the aforementioned definitions of employment and unemployment, South Africa's total unemployment rate stood at 25.2% in the year 2012, not forgetting to mention the fact that had discouraged workers been included in this definition, the unemployment rate would stand at 33.8% (Saunders, 2013). According to Statistics South Africa (2013a), the unemployment rate stood at 24.5% in the third quarter of 2013 and 24.1% in the last quarter of 2013. The reason for this decrease between the

last two quarters of 2013 was primarily because of the decline in unemployment rates in the six provinces in the country (Statistics South Africa, 2013a).

2.3 HUMAN DEVELOPMENT

In the year 1990, the Human Development Report was initially published by the United Nations Development Programme together with its recently developed Human Development Index (Klugman, 2010). Instead of solely focusing on a small number of traditional indicators of economic progress such as gross national product per capita, 'human development' recommended a systematic investigation of a wide variety of information in relation to the number of human beings living in each society and what basic freedoms, if any, they enjoyed (Klugman, 2010). Therefore, from the above-mentioned statements, Klugman (2010) pointed out that the core objective or purpose of development should be the creation of a supporting environment, one that empowers individuals to enjoy long, healthy and creative lifestyles. Thus, the Human Development Report over the past 20 years has made its primary objective one that places great emphasis on development being first and foremost about people (Klugman, 2010).

A clear definition of human development was given by the Human Development Report in 1990. This report defined human development as "a process of broadening people's choices, therefore placing emphasis on the freedom to live a healthy life, to have education and to enjoy decent living standards" (Klugman, 2011, p. 1). However, it went on to highlight the fact that human development and well-being moved far beyond the above mentioned capacities to take into account a much wider variety of capabilities (Klugman, 2011). These included political freedom, human rights and the ability to go about without shame (Klugman, 2011).

2.3.1 The Human Development Index

The concept of the Human Development index was initially introduced by the United Development Programme in the year 1990. According to Klugman (2011, p. 130), the Human Development Index can be defined as "a cumulative measure of human development that measures the average attainments of a country in three basic dimensions of human development: a prolonged and healthy lifestyle (longevity), having access to knowledge, and decent living standards". Furthermore, the Human Development Index has been developed to rank countries according to their different level of human development, which also typically goes on to indicate whether a country is developed, developing or underdeveloped (Klugman, 2011).

Figure 2-1

The Human Development Index- The three dimensions and four indicators
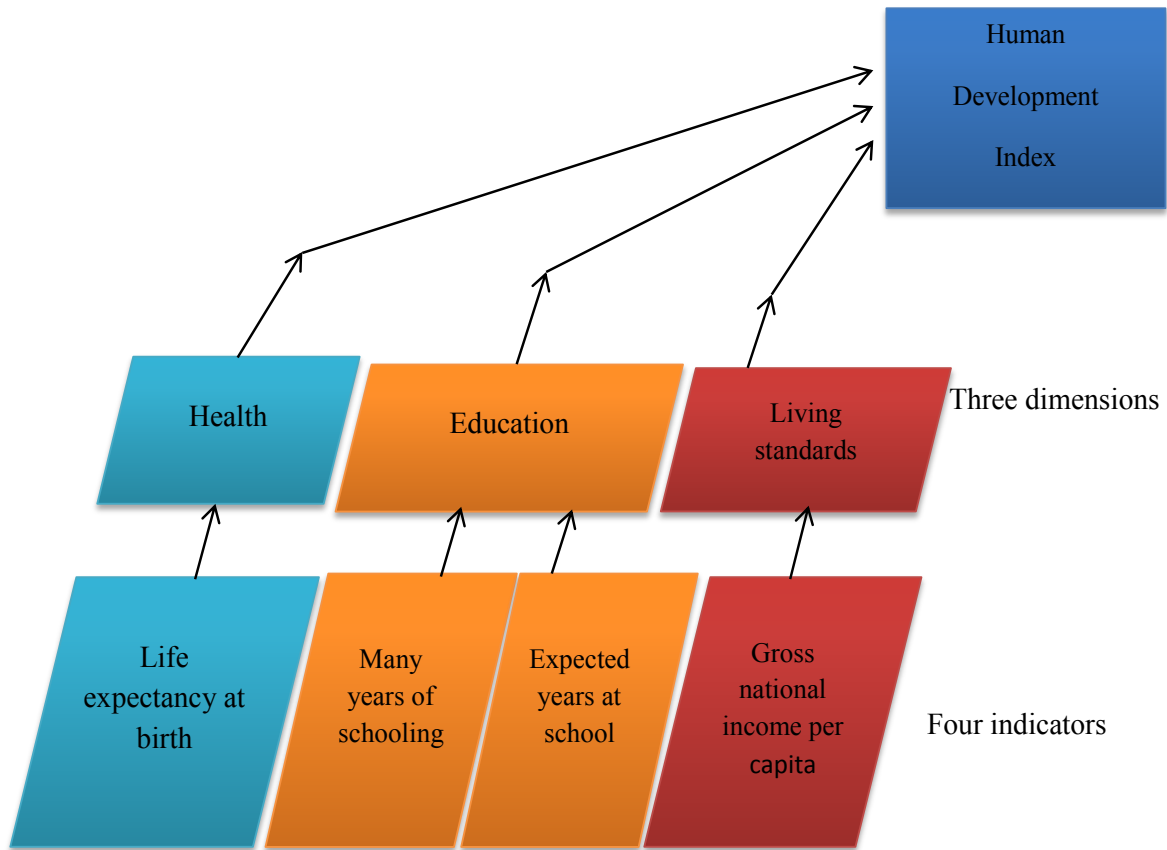
Klugman, J. (2010). *Human Development Report* 2010. 20th Anniversary Edition. The Real Wealth of Nations: Pathways to Human Development. New York, USA: Palgrave Macmillan (p. 13).

Figure 2-1 depicts the Human Development Index. It comprises three dimensions and four indicators.

2.3.1.1 A Long and Healthy life (Longevity)

Longevity is made up of life expectancy at birth as an indicator which results in the life expectancy index (Klugman, 2011). National Center for Health Statistics, US (2012, p. 452) defines life expectancy as "the average number of years of life remaining to a person at a specific age and is based on a given set of age-specific death rates, in general, the mortality conditions that exist in a mentioned time frame". According to Klugman (2011, p. 130), life expectancy at birth can be defined as "the total number of years a new-born child could expect to live if prevalent patterns of age-specific mortality rates at the time of birth remain unchanged during the course of the new-born's lifetime".

Additionally, the determinants of life expectancy could be sex, race or any other characteristics, which could be determined by making use of the age-specific death rates within a population in relation to that particular characteristic (National Center for Health Statistics, US, 2012).

2.3.1.2 Knowledge/Literacy

Knowledge also referred to as literacy can simply be defined as a decision to attain literacy, education or information (Daga, 2011). In addition, literacy levels can be calculated by the literate percentage in proportion to the overall population and can further be compared to the primary, secondary and tertiary levels (Daga, 2011). Mean years of schooling can be defined as "the average number of years of education attained by individuals aged 25 years and older, altered from levels of education attainment by making use of official time frames for each level" (Klugman, 2011, p. 130). Additionally, Klugman (2011, p. 130) goes on to define expected years of schooling as "the total number of years of schooling that a school going child of entry age can expect to acquire if prevalent patterns of age-specific enrolment rates remain the same during the course of the child's lifetime".

2.3.1.3 Decent Living Standards

Decent standards of living can be defined as the ability to enjoy a quality and standard life (Daga, 2011). This, however, is strongly dependent on the purchasing power and the per capita income of individuals within a nation (Daga, 2011). Therefore, a decent standard of living can be measured by the Gross National Income (GNI) per capita indicator which results in the GNI index that finally makes up the Human Development Index (Klugman, 2011). The Gross National Income (GNI) per capita can be defined as "the overall revenue of an economy generated by its production and its ownership of factors of production, minus the revenue paid for the utilisation of factors of production owned by the rest of the world, converted to international dollars by making use of the purchasing power parity (PPP) rates, divided by the mid-year population" (Klugman, 2011, p. 130).

2.4 HUMAN DEVELOPMENT IN SOUTH AFRICA

It cannot be overlooked that the nature of the South African workforce is strongly dependent on a fundamental aspect of the human race, known as human development. Human development is strongly correlated with capabilities which have changed over time and continue to change in the future. For the past 20 years, human development has undergone extensive advancement. As a result of this advancement or progress, the majority of individuals today have the opportunity to live longer, have healthier lives, have further access to goods and services and are more knowledgeable or educated (Klugman, 2010).

2.4.1 History of the Human Development Index in South Africa

According to DefenceWeb (2011), South Africa's Human Development Index (HDI) experienced a great decline in the past 10 years. The year 1980 marked an HDI index of 0.658 for South Africa, which then gradually increased to 0.698 in 1990. However, the year 2005 saw a 0.678 decline in South Africa's HDI, which was much poorer than it had been in 1985 (DefenceWeb, 2011). One of the reasons South Africa experienced a weakening in its HDI between the years 1990 and 2005 was due to an increase in the HIV/AIDS epidemic which resulted in an extreme fall in life expectancy rates (DefenseWeb, 2011). The HIV/AIDS epidemic continues to be a problem in the country and is on the rise with a 10.5% recurrence rate (Statistics South Africa, 2010). Additionally, "being diagnosed as HIV positive is linked to a 6-7% rise in the possibility of total unemployment and 10-11% for those individuals who are less educated" (Levinsohn, McLaren, Shisana, & Zuma, 2013, p. 98).

Regardless of this fact, the year 2007 brought with it an increase to South Africa's HDI, which stood at 0.683. This rise was attributed to a rise in life expectancy between the years 2005 and 2007. According to DefenseWeb (2011), life expectancy for men rose from 50.3 years in 2005 to 51.4 years in 2007, whilst for women it rose from 52.6 to 53.4 between the years 2005 and 2007. As a result of this increase, South Africa was ranked 129th out of 158 countries on the Human Development Index in 2007 (Lynton & April, 2012). This continuous rise in the HDI index continued into the year 2010. As a result, the 2011 Human Development Report placed South Africa 123rd out of 187 countries and in accordance with available data and methods utilised in the year 2012, South Africa was placed 122nd out of 187 countries (Malik, 2013).

2.4.2 South Africa's Human Development Index on the Rise

It is worthwhile making note of the fact that South Africa's Human Development Index is increasing and is constantly on the increase. According to Malik (2013), there has been a radical increase in South Africa's Human Development Index over the past 20-30 years. This transformation has occurred as a result of increases in education levels and the country's Gross National Income (GNI) per capita. Mean years of schooling and expected years of schooling make up the knowledge indicators resulting in the education index (Klugman, 2011). Mean years of schooling in South Africa improved by 3.7 years, whilst expected years of schooling improved by 2 years between the years 1980 and 2012 (Malik, 2013).

Additionally, the Gross National Income (GNI) per capita of South Africa improved by approximately 14% between the years 1980 and 2012 (Malik, 2013). At present, Malik (2013) indicates that South Africa is amongst the countries that have achieved medium human development, thus placing South Africa 122nd out of 187 countries and territories, with an HDI of 0.629. Therefore, between the years 1980 and 2012, the Human Development Index rate of South Africa has risen from 0.57 to 0.629, which reveals a 10% growth or an average growth per annum of approximately 0.3% (Malik, 2013).

2.5 EDUCATION LEVELS ON THE INCREASE

Numerous parts of the world have experienced empowerment through massive educational achievement and an escalation in literacy levels which has served to reinforce the ability of individuals in informed decision-making (Klugman, 2010). Availability of information has increasingly been made possible globally due to rapid advances in technology, an increase of mobile telephones and satellite television and increased accessibility to the Internet (Klugman, 2010).

In the present day, one can point out that the majority of individuals worldwide have attained education levels that seem to be much higher than ever before (Klugman, 2010). According to Klugman (2010), in 1960 an average individual aged 15 years or above had less than 4 years of education, nevertheless by the year 2010 these figures had doubled over internationally and further tripled in developing countries (from 1.9 to 6.4 years). Additionally, Klugman (2010) indicates that ever since the first publication of the HDR in the year 1990, average schooling years have increased by 2 years and admission ratios by 12%, whilst levels of literacy have increased from 73% to 84%. Individuals who have not attended school tend to be elderly; hence, developing countries reveal that nearly 36% of individuals aged between 65 and 74 years have never been to school in comparison to only 7% of individuals aged between 15 and 24 years (Klugman, 2010).

Currently, the literacy rate amongst the youth is above 95% in 63 out of the 104 countries with data and stands at 99% in 35 countries (Klugman, 2010). According to Klugman (2010), both developed and developing countries reveal an average global enrolment ratio of 100% or even greater for education at primary level; hence, from these indicators one can make the observation that an increasing number of children are attending school, whilst even more of them who attend school are completing.

As a result, from the year 1991, levels of primary achievement have increased from 84% to 94% (Klugman, 2010). This increase in enrolment figures is thus mirrored by expected years of schooling, which have increased from 9 years in 1980 to 11 years at present and from 5 to 8 years for countries with a low Human Development Index (Klugman, 2010). An explanation for the rapid increase in education levels places much significance on economic changes, such as the move from agriculture production to industrial and service production (Klugman, 2010). This in turn raises the return on investment in education and, therefore, serves to increase demand. Furthermore, Klugman (2010) discloses that the majority of education decisions are determined by family earnings and the education of parents.

Harris-Boundy and Flatt (2010) highlight that millennials possess much higher levels of intelligence with an average of 15 points higher IQ than children of a similar age fifty years ago. Likewise, they also possess greater skills of communication, advanced abilities with digital technologies, rapid and easy gathering and sharing of information as well as partnership skills (Harris-Boundy & Flatt, 2010).

2.6 THE THREE GENERATIONAL COHORTS

Friedell, Puskala, Smith and Villa (2011, p. 1) define a generation as "a group of people, born during the same time period, who share similar characteristics because of having experienced the same events at the same times in their formative development". Hendricks and Cope (2012, p. 718) further define a generation as an "identifiable group that shares birth years, age location and significant life events at critical developmental stages". Some significant life events that could be shared by generations could include world wars, advances in technology, social changes as well as continuous changes in international and national markets (Cammarata, 2013).

A number of significant life events shared specifically by the millennial generation are the fall of the Berlin Wall in 1989 which was representative of the culmination of a very long and intense battle amongst communists and capitalists, the formation of the world wide web in the year 1990 as well as additional changes in technology, the overthrow of the Soviet Union in 1991 and lastly, not forgetting Nelson Mandela's release from prison on the 11th of February 1990 in South Africa (Martins & Martins, 2012). Additionally, South African millennials experienced the appointment of a democratic government in 1994 (One World Nations Online, 2014). They also experienced transformation in the workplace (South African Government News Agency, 2014). Kowske, Rasch, and Wiley (2010) further point out that individuals born within the same generation are, therefore, most likely to begin school, go into the workforce, give birth to children and stop working at a similar time and age.

Cekada (2012) mentions that the majority of workplaces hire individuals who are characterised under the four generations: the Silent Generation (Veterans/Traditionalists), Baby Boomers, Generation X and Generation Y (Millennials). However, Kowske et al. (2010) point out that the generation of Baby Boomers together with Generation X make up a huge part of the workforce at present. On the other hand, millennials represent the most recent addition to the workforce and are, therefore, representative of the working populace in the future (Kowske et al., 2010). As a result, this study will focus on the three different generations: the Baby Boomers, Generation X and Generation Y. The Baby Boomer Generation was born between the years 1946-1964, followed by Generation X who were born between the years 1965-1980 and finally, Generation Ys who were born between the years 1980-2002.

2.6.1 Baby Boomers

Baby Boomers are the generation born between 1946 and 1964. According to EBSCO Corporate Learning Watch (2013), Baby Boomers became recognised for career prioritisation which resulted in them undergoing high levels of pressure within their personal lives. Additionally, they have a tendency to place more value on personal relationships amongst fellow workers, put much more time and effort into their work and, therefore, expect the same of their subordinates (EBSCO Corporate Learning Watch, 2013).

Furthermore, Baby Boomers are competitive, currently hold management positions and maintain a strong devotion to their work (Cekada, 2012). Warren (2012) indicates that baby boomers were trained in a linear fashion. They were a generation that was known to read books and they read them back-to-back (Warren, 2012). In addition, Warren (2012) mentions that they were educated through lectures, which consisted of comprehensive learning technologies such as overhead projectors, film strips and possibly a number of videos.

Calvert (2010) additionally points out that Baby Boomers are hard workers and are, therefore, content with manual approaches of carrying out their work. However, they feel the necessity to pay attention to one task at a time which enables them to see it through to the end. Furthermore, Baby boomers desire a degree of commitment and job security from their employers, and are additionally motivated by a sense of duty and pride to do their job well as much as by their income (Calvert, 2010). The majority of Baby Boomers have a preference for flexible work options, acknowledge the significance of work-life balance, and prefer working remotely (Kaifi et al., 2012).

2.6.2 Generation X

Generation X is the generation born between 1965 and 1980. According to Gentry, Griggs, Deal, Mondore and Cox (2011), this generation possesses distinctive traits such as being individualistic, risk-tolerant, self-reliant, flexible and creative, technologically savvy, strong multi-taskers, entrepreneurial, content with diversity and placing value on work-life balance. However, Salahuddin (2010) points out that the trait of being independent can impact negatively on this generation, leading to characteristics such as impatience, a lack of people skills and working from a place of mistrust. This generation is driven by extra time off rather than money, a sense of being employed by a successful organisation and places a high value on their personal lives (EBSCO Corporate Learning Watch, 2013).

Generation Xers were educated through the use of cases or modules. For them, research was carried out mostly by using indexes in books to locate the required information (Warren, 2012). In addition, Warren (2012) states that in this generation, books were not read back-to-back and their learning environment was in some way structured, consisting of a number of lectures and small group activities. They made much use of calculators and in 1980 every 92 students attending public schools in America had one computer made available to them (Warren, 2012).

2.6.3 Generation Y – The Millennial Generation

This generation of individuals born between 1980 and 2002 has proven to be a powerful force to reckon with in the 21st century workplace (Kaifi et al., 2012). This is as a result of the period they have grown up in, defined by globalisation, increasing diversity and most significantly, rapid advances in technology, which has clearly led to the high level of technological competencies that these individuals possess (Ng &

Gossett, 2013). In addition, this generation also displays certain behaviours, values and traits that differ greatly from preceding generations (Ng & Gossett, 2013).

According to Brack (2012), the millennial generation has also come to be known as Generation Y, Echo Boomers, the Baby-on-board Generation, the Entitled Generation, the Net Generation, Screenagers, Facebookers, the MySpace Generation and Generation Next or Nexters to mention but a few. In Canada, millennials have come to be known as the Sunshine Generation, in Germany, the Null Zoff or "no problems" Generation and in Sweden the Generation Ordning or the "ordered generation" (Harris-Boundy & Flatt, 2010). Furthermore, Harris-Boundy and Flatt (2010) indicate that 42% of the workforce is now made up of millennials, whilst baby boomers consist of 31% and the remaining 27% makes up the Generation X category.

Warren (2012) points out that the millennial generation has grown up in a more constructivist setting. Research for them was carried out within a networked structure and when asked to examine a particular topic, they would most probably make use of a computer (Warren, 2012). Additionally, Warren (2012) mentions that reading books did not make sense to this generation; hence, this was the first generation to be known as 'digital natives'. Millennials desire flexibility as a part of their learning or work environment. Moreover, they also have easy access to large amounts of limitless information and can easily change their focus when necessary (Warren, 2012). Warren (2012) alludes that it is worth noting that times have definitely changed and this generation of individuals, some of who are still in college, are seen to be making more use of the iPad rather than the blackboard.

2.6.3.1 Characteristics of Generation Y

According to Kowske et al. (2010), generations are demarcated and set apart from each other by mutual experiences that occur at significant developmental periods in life. As a result, these mutual or shared experiences play a great role as a contributing factor to the distinct characteristics possessed by each generation (Kowske et al., 2010). Examples of these distinct characteristics could be attitudes, personality, values and many more, which in turn may serve to simultaneously influence societal conventional forces and social transformation (Kowske et al., 2010). Additionally, Lyons (2012) points out that the millennial generations' portrayal of particular characteristics is shaped by influences that come from the external environment. Hence, economic factors, vast technological advancements and being raised up by 'helicopter parents' are all contributing factors to the characteristics possessed by millennials (Lyons, 2012).

Ford, Jenkins and Oliver (2012) state that Generation Y has been referred to as the 'digital natives' or technologically savvy generation. This arises as a result of being raised in the digital age which has led to their continuous use and proficiency with communications, mass media and digital technology as an

ordinary and yet fundamental part of their lives and work (Ford et al., 2012). This constant use of technology and expertise with digital media has, therefore, become the most significant characteristic that differentiates this generation from the other two preceding generations (Ford et al., 2012). Furthermore, the skill and expertise they possess in relation to digital media and technology gives them a competitive advantage in relation to their counterparts, causing them to become assets when it comes to operating new technologies, thus making them an excellent generation that possesses the know-how at integrating technology into the workplace (Gentry et al., 2011).

Some other characteristics possessed by Generation Ys include a desire for work that really matters to them, being civic-minded, eco-aware or environmentally friendly, confident, family oriented, conventional, optimistic, socially conscious and opinionated (Hartman & McCambridge, 2011). VinIntell (2013) further describes this generation as committed to their work, determined, goal driven, an achieving generation with strong aspirations, entrepreneurial, self-confident and open to change. Additionally, Barton, Fromm and Egan (2012) define them as open-minded, independent, innovative, creative, driven, unique, trendy, intelligent, ambitious, liberal, cool and connected.

2.6.3.2 Workplace Values

In relation to work values, millennials tend to require more feedback on a regular basis than their Generation X counterparts, as well as recognition (EBSCO Corporate Learning Watch, 2013). Additionally, they are highly flexible individuals who frequently prefer the careful outlining of given tasks and often have a preference for team or group work rather than independent-type work (EBSCO Corporate Learning Watch, 2013). Ng and Gossett (2013) further state that these individuals pursue intrinsic rather than extrinsic rewards in the workplace. Hence, today more and more millennials when seeking employment look out for an organisation's mission and values, because they desire to be employed by organisations that go past the goal of merely making money (Ng & Gossett, 2013). Dols, Landrum and Wieck (2010) mention that millennials are highly collaborative and optimistic; hence, their desire to be heard in the workplace because of their significant impact on family decision-making and teams during the course of their lives.

Cekada (2012) indicates that due to continuous pressure from their parents' Generation Y has in turn learnt to juggle tasks and interests simultaneously, resulting in them becoming skilled multi-taskers. Hence, this has led to their desire for increased automation in the workplace to further support and enhance their multi-tasking skills (Dols et al., 2010). However, Calvert (2010) states that the downside to multi-tasking may also mean short attention spans.

2.6.3.3 Career Expectations

In comparison to preceding generations, millennials apparently have been observed to have numerous diverse expectations in relation to their work characteristics and work setting (Phillips & Addicks, 2010). For that reason, Phillips and Addicks (2010) highlight the importance for employers to pay attention to the career priorities and expectations of the millennial generation because as a large number of Baby Boomers begin to retire from the workplace, this new group of individuals will make up the world's future managers and corporate leaders.

In relation to career aspirations, Generation Ys place value on continuous learning opportunities, teamwork and workplace relations, sufficient getaway spaces and the ability to make the most of dedicated team spaces (Saxena & Jain, 2012). Therefore, the workplace is seen to play a very significant role in the lives of this generation and is thus valued as a place for continuous learning and development. Furthermore, the millennial generation is said to have a preference for a work setting that allows emotional engagement, an environment that allows them to socialise with other fellow workers and one which makes provision for their health and well-being (Saxena & Jain, 2012).

2.6.3.4 Diversity

According to Cekada (2012), the millennial generation is said to be the most racially diverse generation in history. Hence, VinIntell (2013) further describes this generation as one that embraces diversity more than any other generations preceding it. As a result they are inclusive, highly community-minded, have a belief in the concept of a 'united-Generation' rather than a 'me-Generation', which leads them to place value on group work and a team spirit (VinIntell, 2013). Furthermore, Ng and Gossett (2013) mention that in comparison to previous generations, the millennial generation is seen as being more accepting of diversity and, therefore, have much more respect for it. According to Ng and Gossett (2013), this does not emanate as a surprise given the fact that millennials have attended school together with children from diverse ethnic and cultural backgrounds. Additionally, millennials have also been continuously exposed to different forms of communication, which state the importance of treating everybody fairly and equally (Ng & Gossett, 2013).

2.6.3.5 Negative Traits

Kaifi et al. (2012) mentions that even though the millennial generation has been described as possessing numerous positive characteristics, such as being skilled multi-taskers and technologically savvy, they also have some negative traits. Some of the negative traits attributed to the millennial generation are the lack of fundamental literacy skills such as verbal, written and interactive communication skills, very short attention spans which would lead to them being easily distracted and a lack of organisational loyalty or commitment which may be a result of their cynicism to long-term commitments (Kaifi et al., 2012). Furthermore, Lyons

(2012) mention that millennials are selfish, impatient, arrogant, pleasure-seeking and have a careless work ethic.

2.6.4 South Africa's Generation Y

Chang (2011) highlights the point that millennials in South Africa are a much more different group of individuals in comparison to their counterparts worldwide. Frequently referred to as the 'born free' generation, millennials in South Africa have been brought up in a diverse world setting, one that greatly differs from the one their parents grew up in (Smith, 2010). Additionally, Smith (2010) mentions that this group in South Africa is also commonly referred to as the 'entitled generation'. Due to the simultaneous impact of globalisation and international effects, millennials in South Africa tend to be self-confident, optimistic, hopeful, autonomous, persistent, goal oriented, motivated by success, lifestyle-centric, different but inclusive, international, civic and mindful of the community and business-minded (Martins & Martins, 2012).

Smith (2010) further indicates that the majority of these children represent South Africa's first Black generation to have profited from the political transformation in the country. Since these children have had the opportunity to go to traditional White model 'C' schools in suburbs that were once elite, they have also been branded model 'C' children or kids. The eldest of the millennial generation in South Africa is mature and the majority of them are almost ready to go into the working world, which undeniably is a new working world (Martins & Martins, 2012).

Other characteristics that can be linked to the millennial generation in South Africa are that they are very family focused and crave a lot of attention. Therefore, it calls for such unique needs to be met, failing which could result in frustration; thus, numerous talent attraction and retention strategies intended to meet the millennial workforce needs may prove to be unsuccessful (Alexander, 2011). In addition, Chang (2011) states that the millennial generation in South Africa is surrounded by a problematic employment market that comprises rising levels of unemployment, which has then gone on to create a group of annoyed and cynical millennials. Furthermore, this generation is highly educated, highly opinionated, sophisticated and technology smart, connected 24/7, highly achievement oriented, greatly energised in a team setting with the sustainability of business carrying great significance for them (Chang, 2011).

Due to an increase in racial integration and the ease of access to international media, there now seems to be an appearance of principles and perspectives that are culturally incorporated between the youth in South Africa (Martins & Martins, 2012). As a result of this, White and Black South African millennials equally share a lot in common with each other due to the impact that global effects have had on them and much less in common with their parents and grandparents. Therefore, the tendency towards a universal 'one world culture' is becoming increasingly evident (Martins & Martins, 2012).

Smith (2010) emphasises the significance for organisations in South Africa to take note of the fact that this new generation of individuals known as millennials is unique and somewhat different from preceding generations. This group of individuals possesses a diverse skill set of values, expectations and characteristics which they bring with them into the work environment (Smith, 2010). It, therefore, becomes important to appreciate their individual diversity since they originate from diverse races, as well as diverse ethnic, religious and cultural backgrounds in contrast to what typical White South African organisational leaders have been exposed to (Martins & Martins, 2012).

Smith (2010) stresses the importance for organisations in South Africa, in particular management, to better equip themselves in understanding and relating to this different generation. The reason being that future organisational growth and success essentially relies on this new generation of employees, who have already begun to make up a proportion of the labour force in South Africa (Martins & Martins, 2012).

2.6.5 Youth Unemployment in South Africa

Lynton and April (2012) point out that approximately one third (31.4%) of South Africa's population is below the age of 15 years old and 7.5% (3.7 million) are aged 60 years or older. Furthermore, Lynton and April (2012) mention that currently, almost above half of South Africa's population is under the age of 25 years. From these studies, one can agree that today's Generation Y makes up a great part of an ever increasing population (Lynton & April, 2012). According to the U.S. Census Bureau (2010), Generation Y comprised 29.4% of South Africa's working age population in 2010.

The rate of youth unemployment in South Africa is amongst the highest in the world (NUMSA Bulletin, 2014). Therefore, the youth unemployment crisis stands out as one of the greatest socio-economic challenges facing South Africa at present (NUMSA Bulletin, 2014). The Quarterly Labour Force Survey by Statistics South Africa (2013b) indicates that the third quarter of 2013 was made up of 34.8% of young South Africans who failed to secure employment in comparison to less than 15% of adults above the age of 34 years (NUMSA Bulletin, 2014). However, if all youth are taken into consideration when calculating the youth unemployment rate, the actual rate of youth unemployment will stand at 47.5% for the 3rd quarter of 2013 (NUMSA Bulletin, 2014). This, therefore, highlights the shocking discovery that out of every two young individuals, one will fail to secure employment and stands very slim chances of ever securing employment (NUMSA Bulletin, 2014).

Additionally, Saunders (2013) indicates that the South African workforce comprises above 62.4% of individuals aged 15-24 years who are without a job, whilst unemployment levels are much lower amongst individuals aged 45-54 (18.4%) and 11.5% for individuals aged 55-65 years. Furthermore levels of unemployment are highest for those individuals who dropped out of school without a Grade 12 and lowest for those individuals who have obtained a Diploma or a Degree (Saunders, 2013).

From the aforementioned studies, it is clear that young people who are failing or have failed to secure employment make up a great part of the millennial generation which is growing at a very rapid pace. Table 2.1 below depicts unemployment by age group for the year 2013. The focus is on the millennial generation aged between 15 and 24 years, but more so on those millennials aged between 25 and 34 years. This is because it is assumed that the majority of them have completed college or university and are in search of employment.

Table 2-1

	Number unemployed				Unemployment rate	
Age	*(official definition)*	*(expanded definition)*	*Number EAP[a]*	*Number not economically active*	*(official definition)*	*(expanded definition)*
15–24 years	**1,410,000**	**2,575,000**	**2,668,000**	**7,748,000**	**52.9%**	**67.2%**
25–34 years	**1,920,000**	**3,062,000**	**6,480,000**	**2,469,000**	**29.6%**	**40.2%**
35–44 years	944,000	1,482,000	5,026,000	1,489,000	18.8%	26.6%
45–54 years	352,000	651,000	2,957,000	1,327,000	11.9%	20.0%
55–64 years	97,000	204,000	1,313,000	1,874,000	7.4%	14.4%
Total	**4,723,000**	**7,976,000**	**18,444,000**	**14,908,000**	**25.6%**	**36.8%**

Unemployment by Age Group (2013)

Statistics SA. (2013). Quarterly Labour Force Survey Quarter 2. *Statistical Release* P0211, 30 July, 2013, p. 36.

From Table 2-1, it can be seen that the unemployment rate for the age group between 25-34 years is 40.2 % (expanded definition), in comparison to 26.6 % for the age group 35-44 years, 20.0% for the age group 45-54 years and 14.1% for the age group 55-64 years. One needs to take notice of the fact that as the age groups increase, unemployment rates decrease. This may mean that much less of the older generations (Baby Boomers and Generation X) are on the lookout for employment in comparison to the larger number of millennials who are in search of employment.

From the aforementioned figures, it can be seen that the unemployment rate is highest amongst the group aged 15-24 years and those aged 25-34 years, who are both representative of the millennial generation. As a result of this, the unemployment rate for millennials in South Africa needs to be taken much more

seriously. South African organisations in collaboration with the government need to devise strategies to further curb these millennial unemployment rates. Additionally, organisations within South Africa together with the South African government are currently challenged with the great task of working to understand and meet the diverse expectations that the millennial generation bring with them into the workplace. The ability to deal with and overcome this challenge is critical because millennials concurrently represent the future of tomorrow's organisations and the future of the country.

2.6.6 Retention Strategies

According to Deloitte (2014), millennials are currently rising up as leaders in the field of technology and in other various industries in the corporate world, and will make up 75% of the world-wide workforce by 2025. Therefore, Cekada (2012) points out that today's organisations are tasked with the challenging responsibility of attracting, motivating and retaining a new cohort of millennial employees in the workplace. As a result of Baby Boomers retiring and a somewhat reduced number of Generation Xers in the workplace, organisations are currently faced with yet another challenge of meeting the unique demands of these millennials in the marketplace (Bannon, Ford & Meltzer, 2011). This is based on the notion that millennials possess a diverse set of work values, skills, career expectations, learning styles and new ways of thinking, which they bring with them into the work environment (Cekada, 2012). Hence, what they expect from their employment experience differs significantly from preceding generations (Gilbert, 2011).

In addition, Phillips and Addicks (2010) indicate that each generation possesses distinct characteristics; therefore, in order to retain different generations in the workplace, organisations need to formulate retention approaches that will best meet the diverse needs of each of these generations. However, Philips and Addicks (2010) further point out that certain approaches are most likely to raise total retention levels. Therefore, the majority of employees, whether young or old, are likely to remain in organisations that offer them a valuable working relationship with managers, suitable training opportunities, work that is meaningful, a feeling that one is contributing to bring about desired change, individual and professional opportunities for career growth and advancement, and a work-life balance.

Deloitte (2014, p. 2) points out that "millennials are in search of organisations that will offer them opportunities to cultivate innovative thinking, develop their skills and make a positive contribution to society". Thompson (2011) highlights some of the most effective retention approaches for millennials as provision for training, learning and development opportunities within their careers, additional bonuses and financial rewards, job satisfaction, a sense of entitlement, the development of a strong and positive relationship with their managers and being recognised and appreciated for their efforts. Nekuda (2012) stresses that millennials desire activities that will call for them to be innovative and actively engaged in the

work environment. Therefore, studies have revealed that the introduction of these kinds of initiatives may significantly influence the retention of individuals within an organisation. Nekuda (2012) further indicates that mentoring programs have also played an essential role in retaining young employees in the workplace.

According to Thompson (2011), 41% of millennials feel that the most significant retention approach is that of providing them with opportunities for career growth and advancement. Schullery (2013) points out how Microsoft has implemented a variety of strategies in order to attract and retain the best employees within their organisation by offering them a private lake, a variety of 25 cafeterias, volleyball, soccer, baseball and football pitches. Another example of an organisation is Google, which has become popular for providing its employees with a 'playplace' work setting (Thompson, 2011). This setting includes things such as availability of spas, high-class cafeterias, hair salons, massage therapists, game rooms and laundry facilities (Thompson, 2011).

It, therefore, becomes utterly important that organisations of every size are well equipped and knowledgeable when it comes to understanding the distinct features and characteristics of millennial employees in order to provide them with the essential opportunities which will enhance their much desired growth, advancement and retention in the workplace (Golshan & Omar, 2011). Furthermore, Gilbert (2011) emphasises the importance for employers to give careful thought to the different kinds of strategies they will develop in order to nurture and retain the most valuable millennial workers within their organisations, both at present and in the future.

2.6.6.1 Work-life Balance

One of the expectations that the millennial generation brings with them into the workplace is the need for work schedules that offer flexibility, which in turn assists them in meeting their desire for work-life balance (Myers & Sadaghiani, 2010). Therefore, Tews, Michel, and Bartlett (2012) further indicate that work-life balance within organisations should be designed in a manner that provides millennials with the unique opportunity to balance work with play. Lyons et al. (2010) point out that over the years, millennials have observed their Baby Boomer parents working extended hours. However, in the process they have fallen prey to corporate downsizing, recurrent layoffs and high rates of divorce (Ng & Gossett, 2013).

Therefore, millennials have the strong belief that "the quality of their work is much more important than the number of hours they put into work" (Bannon et al., 2011, p. 64). In addition, PwC (2013) emphasises that millennials place great value on having and maintaining a work-life balance. As a result, a large number of millennials are reluctant to make commitments that specifically prioritise their work lives, even if it means generously compensating them in the future (PwC, 2013).

Examples of organisations that offer work-life balance to their employees include:

- Pricewaterhouse Coopers, which offers mothers the opportunity to be on leave until the time when their child is ready to begin nursery school (Bannon et al., 2011).
- Google, which provides rooms for mothers, domestic partnership programs, as well as transgender and transitioning support within the work environment (Bannon et al., 2011).

Therefore, it can be said that this generation places high value on flexible work routines, selects work that permits them to prioritise their personal lives; hence, ultimately choosing to 'make a life' over 'making a living' (Hendricks & Cope, 2013). This in turn awards them the opportunity to attend to their personal interests as well as spending time with their families (Golshan & Omar, 2011).

2.6.6.2 Technology

Today's world is characterised by high-speed technological advancements. However, Brack (2012) makes mention of the fact that millennials have grown up with much of the technology that makes up the 21st century workplace. This unique feature separates them distinctly from previous generations, thus making them the most technologically savvy generation in existence today (EBSCO Corporate Learning Watch, 2013). This unmatched access to technology has awarded them the limitless opportunity to possess requisite skills in technology (Saxena & Jain, 2012).

In addition, their ease with the use of technology awards them the great opportunity to effortlessly and innovatively access important information and resources, whilst simultaneously granting them the ability to think and operate in a world that, for them, has no limitations (Hershatter & Epstein, 2010). Furthermore, Thompson (2011) points out that millennials are currently known as the most technologically savvy generation; therefore, they desire the best possible technology made available to them in the workplace. Pickett (2013) states that the availability of such up-to-date technology will play a great role in providing millennials with greater flexibility and increased effectiveness in the workplace. Therefore, access to the best tools for teamwork and performance plays a significant role for the millennial generation (Pickett, 2013). However, Thompson (2011) further indicates that if organisations fail to make provision for such technology, the result could be the loss of expansions in possible productivity, as well as the loss of millennial employees.

According to PwC (2011), millennials expect the workplace to provide a technology friendly environment, one that includes things such as social networking, instant messaging, video-on-demand, blogs and even wikis. Millennials believe that making these variations of social tools easily accessible to them will further empower them to instantaneously work as a team and allow them to connect and engage simultaneously

with both their work mates and managers (PwC, 2011). As a result, this will serve to boost greater productivity within the organisation.

2.6.6.3 Feedback

Due to millennials being raised with continuous coaching and feedback, they expect the same response from their managers in the workplace (Brack, 2012). Harris-Boundy and Flatt (2010) point out that today's workplace is made up of millennials who most likely have a preference for an inclusive management style. Therefore, they have a longing for immediate feedback with regards to their performance in the workplace (Harris-Boundy & Flatt, 2010). According to Hershatter and Epstein (2010), millennials desire sufficient feedback in order to provide them with the reassurance that they are continuously making progress in the right direction.

The different kinds of feedback that could be given to this generation to enhance their performance could come in a negative or positive form, and could include things such as providing millennials with checklists, providing them with sufficient assistance, rewarding their innovativeness and appropriate risk-taking behaviours, getting them to participate in regular feedback activities, making mentors available to them and creating a friendly and team-oriented culture (Gilbert, 2011). However, Gilbert (2011) goes on to point out that feedback can lead to misunderstanding if not structured appropriately. Hence, feedback needs to be clear-cut and accurate in order to yield effective results for both the individual and the organisation (Gilbert, 2011).

2.6.6.4 Meaningful Work Experiences

According to Johnson Controls (2010), a meaningful work experience stands out as one of the top three priorities when millennials are choosing an employer. Furthermore, a study conducted by Lynton and April (2012) revealed that when millennials were in search of employment in South Africa, their top four priorities included learning opportunities, work colleagues, quality of life and the provision of meaningful work.

Additionally, Lyons et al. (2010) place emphasis on the fact that millennials are searching for a lot more in recompense for their hard labour than just a salary. Instead, they are on the lookout for meaningful and rewarding work (Lyons et al., 2010). Hence, millennials feel they can only make an impact in the workplace when they are given meaningful and valuable work to do, which in turn can result in great value-add to the strategic direction of the organisation (Pickett, 2013).

2.7 MILLENNIAL ENGAGEMENT

According to Schullery (2013, p. 255), employee engagement can be defined as "the harnessing of the self to one's role at work" or "a positive, fulfilling, work-related state of mind, characterized by vigour, dedication and absorption". Shuck and Thomas (2014, p. 43) define employee engagement as "the cognitive, emotional and behavioural energy that an employee directs towards positive organisational outcomes". Hence, engaged employees are most likely to display higher levels of productivity, stay with their latest employer and have positive relationships with their customers (Shuck & Thomas, 2014).

Fairlie (2011) points out that a meaningful work experience has a strong link to employee engagement within organisations. Therefore, if employees are not engaged, one of the reasons may be the lack of meaningful work within the workplace. Current examples of organisations that have implemented strategies to engage their employees include the availability of pool tables and a baby grand piano, the provision for roller hockey in the parking area, an on-site rock climbing wall, a company swimming pool and a beach volley ball pit, which have all been made available to workers employed by Google (Schullery, 2013). Furthermore, eBay offers its workers meditation rooms and KPMG offers employees a maximum of 5 weeks leave within their first year of employment in the organisation (Schullery, 2013). In conclusion, Schullery (2013) points out that millennial engagement is important, not only because of the variety of benefits it makes available to employees but more importantly because of the significant role it plays in the prevention and reduction of increased turnover rates, thus working to further curb millennial job skipping, which occurs as a result of disengagement in the workplace.

2.8 MENTORING

Unlike the two preceding generations, that is, the Baby Boomers and Generation X, millennials seem far more receptive when it comes to having influential figures of leadership in the workplace (Keene & Handrich, 2010). Meister and Willyerd (2010) further emphasise that mentoring may prove beneficial to other generations; however, it proves to be particularly of great influence for the millennial generation due to their mobile and cooperative way of life, as well as their desire for closeness. Hence, leaders may serve to continually offer millennials the necessary guidance and support they need in relation to their career advancement. Therefore, Keene and Handrich (2010) point out that millennials eagerly desire the availability of a mentor in the workplace.

2.9 REVERSE MENTORING

In the past years, organisations have initiated traditional mentoring programs. These programs involved a senior member of management giving advice and counsel to a young aspiring professional who was in pursuit of a similar career (Ellis, 2013). However, since the entrance of millennials into the 21st century

workplace, organisations have formulated a new strategy in relation to mentoring, known as reverse mentoring. Marcinkus Murphy (2012, p. 550) defines the concept of reverse mentoring as "the pairing of a younger, junior employee acting as a mentor to share expertise with an older, senior colleague as the mentee". This strategy as defined by Marcinkus Murphy (2012) is one that reverses the traditional mentoring practice bottom-up.

Meister and Willyerd (2010) point out that this kind of approach to mentoring proves very effective for the future of both the individual and the organisation. For the individual, it provides them with greater insights and knowledge into advanced organisational levels (Meister & Willyerd, 2010). On the other hand, it proves beneficial to the organisation in that, when the mentee reaches retirement age, the younger individual has greater in-depth knowledge about the organisation (Meister & Willyerd, 2010). Other organisational benefits of reverse mentoring as outlined by Marcinkus Murphy (2012) are the opportunity to develop management or leadership networks, nurturing better relationships amongst different generations, increasing resourcefulness in relation to diversity and boosting creativity.

Other forms of mentoring that could be implemented by organisations to boost millennial development and engagement in the workplace are anonymous mentoring and group mentoring (Meister & Willyerd, 2010). Thus, Keene and Handrich (2010) stress that the millennial generation is one that succeeds in an organised and supportive work setting. Hence, it becomes of utmost importance for organisations to create an environment where millennials can continually interact with their leaders or senior management and are given the opportunity to carry out meaningful work tasks (Keene & Handrich, 2010). Nekuda (2012) also states that the initiation of mentoring programs in organisations serves to meet the millennials' desire to build and gain trust in senior management. From the aforementioned studies, one can allude to the fact that millennials across the globe share similar priorities and expectations when it comes to the work environment.

2.10 CONCLUSION

In conclusion, Thompson (2011) emphasises the importance of employee retention, particularly in relation to the current millennial generation. Therefore, it becomes imperative for today's organisations to develop and implement the right retention approaches in order to retain this new group of employees in the workplace. However, it is unlikely for organisations to completely eradicate turnover levels, but having the right strategies in place can serve to successfully curb these figures (Thompson, 2011).

Furthermore Thompson and Gregory (2012) point out that organisations and leaders that will succeed in future years are those that will work to familiarise themselves with the values, practices, and expectations of millennials. By so doing, they will possess the ability to meet the needs of this new generation, thereby retaining the best millennial talent. Bannon et al. (2011) further indicate the need and importance for

organisations to be knowledgeable about this new generation of employees. Such knowledge will provide them with a better opportunity to benefit from the unique abilities and expertise of millennials, which could eventually lead to future organisational growth and success (Bannon et al., 2011). Therefore, it can be concluded that both individuals and managers in organisations need to work together to create a conducive and productive working environment, which results in both individual and organisational achievements. Chapter three will discuss the diverse set of work attitudes, values and expectations that millennials hold in today's 21st century work environment.

CHAPTER 3

MILLENNIALS' ATTITUDES, VALUES AND EXPECTATIONS IN THE WORKPLACE

3.1 INTRODUCTION

A new generation of employees, known as the millennial generation or Generation Y, has entered the workforce. As this generation comes into the workforce, they bring with them a higher standard of expectations and goals that greatly differ from those of their counterparts, the Baby Boomers and Generation Xers (Meier & Crocker, 2010). However, Meier and Crocker (2010) point out that the major factor that differentiates the millennial generation from the other two generations are their experiences and education attainment levels, which cannot be compared to any other generation. Thus, Meier and Crocker (2010, p. 77) point out that "there has never been a generation similar to the millennials, a generation that holds a potential that cannot be compared to any preceding generation".

Additionally, there seems to be an increase in the number of students going to university after high school, completing their undergraduate degrees and in most instances moving ahead to attain a Masters or Doctorate Degree (Meier & Crocker, 2010). Due to such advancements in education, organisations are also raising their levels of expectations, which have resulted in continuous transformation in today's workforce (Meier & Crocker, 2010).

According to Mencl and Lester (2014), Generation Y is in search of a variety of opportunities from their present-day employers, such as, teamwork and collaboration, flexible work arrangements, challenging work, participation in decision making, a financially gratifying job, work-life balance, an environment that supports diversity, limitless learning opportunities, career advancement, instant feedback and appreciation and many more. Therefore, in order for organisations to successfully attract and manage this new generation of millennial workers, it becomes essential for them to gain deeper knowledge and insights of the work values of this different group of individuals, and how they may possibly vary from the values of generations before them (Twenge, Campbell, Hoffman & Lance, 2010).

From the aforementioned paragraph, it becomes evident that today's organisations and managers are equally faced with the novel and challenging task of recruiting, developing, motivating and retaining today's new generation of talented employees within the 21st century workplace (Twenge, 2010). Twenge (2010, p. 208) labels Generation Y as the "most high-maintenance workforce in world history". Twenge (2010) also maintains that this generation of millennials will soon turn out to be the most productive generation ever in the workplace (Twenge, 2010). Meier and Crocker (2010) support this statement by emphasising that Generation Y is coming into the workplace with aspiration, initiative and motivation

combined with an attitude of determination that could most likely result in them becoming the most productive generational cohort of all time.

This section of the literature review will serve to enhance our understanding on the diverse set of work attitudes, values and expectations that exist amongst millennials within the present-day work environment. Therefore, the subsequent sections will proceed to discuss six workplace categories and further provide a number of valuable and helpful insights on how managers or employers within organisations can work towards successfully developing and managing millennials in the current workforce.

3.2 WORK VALUES

The word value signifies the aspirations or desires of people in relation to the features of their work environment (Lester, Standifer, Schultz & Windsor, 2012). Additionally, values describe an individual's belief of what is basically right or wrong, thus the term work values utilises the description of right or wrong by applying it to the work context (Parry & Urwin, 2011). According to Twenge et al. (2010, p. 1121), work values have been defined as "the outcomes people desire and feel they should attain through work". Parry and Urwin (2011, p. 84) defined work values as "evaluative standards relating to work or the work environment by which individuals discern what is right or assess the importance of preferences". Hansen and Leuty (2012, p. 36) defined work values as "an objective, either a psychological state, a relationship, or material condition, that one seeks to attain".

Work values can be thought of as job characteristics that are essential for the improvement of job satisfaction and are, therefore, most frequently categorised as valuable reinforcers of job satisfaction (Hansen & Leuty, 2012). In addition, Twenge et al. (2010) point out that work values play a significant role in forming workers' opinions of what they expect in the work environment. This, in turn, directly impacts on the attitudes and behaviours of workers, as well as their ability for job decision-making, insights and the ability to resolve problems (Twenge et al., 2010). Therefore, work values significantly impact on the work environment because they greatly influence an individual's level of job satisfaction, commitment and overall work attitudes (Parry & Urwin, 2011). The values approach to motivation, therefore, proposes that individuals will be inspired by actions and results that they value (Twenge et al., 2010), which can be extrinsic or intrinsic.

3.3 EXTRINSIC VALUES/REWARDS

Extrinsic values, also referred to as self-enhancing values, can be defined as "values that are dependent on the views or opinions of others, which includes things such as: a desire of higher social strata and esteem of material wealth or authority" (Crompton, 2010, p. 10). McLachlan and Hagger (2011, p. 275) define extrinsic values as "values that are externally driven, whereby goal striving is focused on the attainment of

outcomes or results such as, fame, wealth and a desirable image". Twenge et al. (2010, p. 1121) refers to extrinsic values as "the visible rewards external to an individual, such as, income, advancement opportunities, and status". The three extrinsic values that will be discussed below are competitive and lucrative compensation, good health and benefit plans and, job security.

3.3.1 Competitive and Lucrative Compensation

Patnik and Padhi (2012, p. 40) refer to compensation as "an important part of the human resources management approach, which takes into account the formulation and application of strategies and policies that are designed to compensate individuals fairly, equitably and consistently in accordance with their value to the organisation". Resurreccion (2012, p. 21) further defines compensation as "the total of all rewards delivered to employees in return for their services, the whole purpose of which is to attract, retain and motivate employees". Additionally, Resurreccion (2012) refers to a total rewards compensation model that is continuously being utilised by numerous organisations in today's 21st century.

This total rewards model incorporates the entire reward components that consist of monetary value (base salary, variable pay, stock), benefits (health care, retirement savings, paid vacation) and intangible rewards (employee learning and development opportunities, quality of work-life, a nurturing work environment and other employee benefits and privileges) (Resurreccion, 2012). According to Brack (2012), a recent Mercer study revealed the first three millennial career priorities as: compensation, flexible work schedules and the opportunity to bring about transformation in the workforce. Another study revealed that almost 60% of Generation Y individuals mentioned high income, a good health and benefits plan and other forms of compensation as motivational job characteristics (D'Netto & Ahmed, 2012). Friedell, Puskala, Smith and Villa (2011) similarly revealed that Generation Y individuals place more value on extrinsic rewards (noticeable job aspects including salary and benefits) in comparison to their counterparts, the Baby Boomers and Generation Xers.

Therefore, Huybers (2011) points out how today's millennial generation strongly prioritises being suitably rewarded in relation to their performance. Nimon (2010) indicates that the new cohort of millennial employees is known to be the most educated generational group in world history. As a result, this generation's higher education attainment levels stand out as a significant component that causes them to hold much higher expectations in relation to salaries and advancement opportunities in the workplace than any of the earlier generations (Nimon, 2010). This is mainly supported by the fact that Generation Y individuals were brought up by Baby Boomer parents who placed much value on education as well as a workforce that is constantly searching for the attainment of lucrative jobs (Nimon, 2010).

Hence, in order to empower and assist organisations to attract, recruit and retain Generation Y employees in todays' multigenerational workforce, it becomes important for employers to recognise the significance

of providing millennials with a complete compensation package (Huybers, 2011). This package may include components such as strong base salary packages, a management style that encourages honesty and integrity, availability of work opportunities with different groups in a team environment, constant training opportunities, and many more (Huybers, 2011).

Lyons, Ng and Schweitzer (2010), however, point out that even though a high salary stands out as one of the top priorities for the millennial generation, they are still in search of something additional in reward for their diligent efforts, than just a salary. Hence, Twenge et al. (2010) mentions that this new group of employees has a belief that life has more to offer than just a big pay cheque. Therefore, Huybers (2011) states that for millennials, the attainment of work-life balance may carry much more weight than just income. It can then be concluded that this new cohort of employees is not only seeking for a high salary, but a high, competitive, and attractive salary combined with things such as lifestyle priorities and personality preferences, organisational culture, direct communication with prospective managers, a meaningful and fulfilling job, and interesting work amongst others (Huybers, 2011). Thus, for millennials, this is what constitutes a suitable compensation package.

Organisations that will succeed in attracting, recruiting and retaining this generation of employees are those that will offer an attractive and lucrative compensation package to this new and diverse group of employees (Huybers, 2011). Nevertheless, Generation Y individuals can also take on work with less income, provided it is rightly partnered with other workplace benefits such as opportunities for talent development, work-life balance and plans for continuous career growth (Huybers, 2011).

3.3.2 Good Health and Benefits Plan

Today's millennial generation is not just in search of a good income but also good health and benefit plans. Seppanen (2012) mentions that Generation Y individuals expect to be compensated with good health and benefit plans from their organisations, which could comprise components such as medical cover, funded holidays and ample paid leave, retirement savings plans and social security. Battistolo (2012) further mentions other benefits that could be offered by organisations to this new generational cohort which includes health, dental and vision care, rewards and recognition programs, discounts, cell phones, training and development, work-life policies, tickets to events, wellness and fitness programs, laundry services, moving expenses, subsidised utilities, subsidised housing and many more. Therefore, Meier and Crocker (2010) highlight that organisations that fail to make such benefits available to Generation Y individuals will certainly struggle in attracting them, which could prove to be a great drawback for future organisational growth and success in the long-run.

3.3.3 Job Security

Another fundamental characteristic that millennials often seek in the 21st century work environment is job security. Thus, a study in Twenge (2010) revealed that Generation Y is likely to find more job satisfaction and as a result have a desire for more job security than previous generations.

3.4 AN INTERESTING AND MOTIVATING WORK ENVIRONMENT

Millennials desire an interesting and motivating work environment in order to make their work exciting (De Hauw & De Vos, 2010). Therefore, this section will discuss two workplace variables which include the provision of a challenging job and involvement in decision-making.

3.4.1 A Challenging Job

Mencl and Lester (2014) indicate that a challenging job is listed as one of the fundamental 10 workplace components when deciding on the best employer to work for. According to De Hauw and De Vos (2010), more and more millennials are continuously on the lookout for work that is meaningful and challenging. This in effect will serve to provide them with additional opportunities to acquire new knowledge and to further assist them on their path to career advancement (De Hauw & De Vos, 2010). Lyons et al. (2010) mention that this new generation of employees has very little patience for any kind of work that does not challenge them; hence, being tasked with a large quantity of uninteresting work results in poor work performance.

3.4.2 Involvement in Decision-Making

The millennial generation possesses one remarkable feature, which is their strong desire to participate in the making of decisions in their place of work (Kapoor & Solomon, 2011). This desire emerges as a result of their active involvement in making family decisions, where they have been raised in an environment that permits them to query the decisions made by their parents and teachers (Kapoor & Solomon, 2011). As a result, this new group of millennial workers has no fear when it comes to asking their employers challenging questions, because this is how they have been brought up (Kapoor & Solomon, 2011). Therefore, Broom (2010) points out that today's millennials have adopted a custom of frequently enquiring and voicing out their views more liberally than older generations. Millennials also believe in a democratic style of leadership which allows everyone the opportunity to share their good ideas, and by so doing, recognising the significance and the value that each shared idea carries (Broom, 2010).

Mencl and Lester (2014), therefore, place emphasis on giving millennial employees the continuous opportunity to participate in decision-making in relation to the work they are given, which will serve not only to greatly empower them but also contribute to making their work assignments increasingly challenging and motivating. Hence, Kapoor and Solomon (2011) mention the necessity for employers to

provide Generation Y employees with tasks and ventures that are stimulating in order to avoid dullness and weariness in the work environment. By providing millennials with meaningful and challenging jobs, combined with the opportunity to make decisions, organisations will be empowered to attract and retain the finest and brightest of millennial talents (Lyons et al., 2010).

3.5 READINESS TO LEARN

The millennial generation has been characterised as one that is continuously open and willing to learn in order to fast-track their career growth (Kuhl, 2014). Hence, this section discusses three workplace variables which include teamwork and collaboration, a climate of diversity and the opportunity to learn from more experienced professionals and mentors. In addition, this section will also discuss how both individuals and organisations benefit from the mentoring approach to learning.

3.5.1 Teamwork and Collaboration

Nelsey and Brownie (2012, p. 199) define teamwork as "a demanding social activity which consists of a group of individuals joining forces or working cooperatively to accomplish a particular assignment or goal. This results in the combination or synthesis of team member's knowledge, attitudes and capabilities". According to Bennett, Pitt and Price (2012), the introduction of teams has proved to be one of the most common strategies targeted at increasing organisational productivity in the 21st century work environment. Therefore, when employees work together as teams rather than as individuals, the end result is improved organisational efficiency and job satisfaction (Bennett et al., 2012).

Hendricks and Cope (2013) point out that today's millennial generation appreciates having stable relationships with their colleagues and support a cooperative, unified and collective attitude towards teamwork. Dannar (2013) also indicates that the millennial generation yearns for warm relationships within their work environment combined with workplace principles and values that place great significance on collaboration and teamwork, whilst simultaneously focusing on exterior innovative practices. Since this new cohort of employees perform well in teams, such an environment will serve to best gratify both their determined and team-oriented characteristics (Dannar, 2013).

Evidently, the team-based approach is favoured by millennials as opposed to earlier generations, and identified as an opportunity to freely and openly communicate with fellow workers and managers within the work setting (Hendricks & Cope, 2013). Furthermore, Generation Y's preference to function in teams comes from the perception that working as a group is much more exciting than working individually (Myers & Sadaghiani, 2010). However, this is also because they prefer to elude any kind of risk or hazard that may occur in the work environment (Myers & Sadaghiani, 2010). In addition, Cahill and Sedrak (2011) mention that Generation Y individuals have been raised by school systems that have introduced and encouraged the

completion of school projects through teams or a group-based approach, which in the long run has fostered good teamwork abilities in millennials. These skills in effect become valuable tools that contribute greatly towards future organisational growth and success (Cahill & Sedrak, 2011). Therefore, the implementation of a team-based approach to work is beneficial for organisations today, resulting in higher levels of productivity and a reduction in employee turnover (Bennett et al., 2012).

Bennett et al. (2012) also indicate that a team-based approach to work and collaborative methods of work, in essence, function to promote a teaching and shared learning environment, whereby all individuals from diverse generational groups are empowered to learn from each other. Therefore, organisations that will thrive in this competitive 21st century corporate environment are those that will embrace additional collaborative work structures (Bennett et al., 2012). The existence of such structures will, in turn, expand the likelihood of attracting and retaining a significant number of extraordinary millennial performers in the 21st century work environment (Bennett et al., 2012).

3.5.2 A Climate of Diversity

Tervonen (2012, p. 8) defines diversity as "the variety and differences of individuals in relation to their age, sex, religion, education, sexual preference, cultural background, physical and mental work ability, and perceptions regarding morals and ethics". Parry and Urwin (2011) propose that differences in diversity can be a result of culture, spiritual belief as well as matters that pertain to discrimination. However, within a generational setting, diversity possibly emerges due to the diverse standards and principles brought to the work environment by the different generational groups (Parry & Urwin, 2011).

In addition, VC Administration and Finance Berkeley HR (2013) mention that the term diversity from a broader perspective highlights a wider set of characteristics rather than just race and gender. Hence, in the work environment the value of diversity can be defined as "creating a place of work that respects and embraces differences, identifying the unique contributions that individuals with many types of differences can make, and creating a workplace that takes full advantage of the potential of every employee" (VC Administration and Finance Berkeley HR, 2013).

According to Hendricks and Cope (2013), generational diversity has been viewed as a significant global area of interest, in relation to the formation of workplaces that can serve to attract the younger generation of millennials whilst concurrently retaining the older generation of workers (Baby Boomers and Generation Xers). Generational diversity results in the sharing of mutual principles between populations of different generational groups, which, in turn, provides a rich opportunity for teaching and training within the workplace (Hendricks & Cope, 2013).

Lyons et al. (2010) indicate that the labour force has become more and more diverse in nature, when relating to gender and race. Therefore, the key question is whether workplace diversity stands out as a key component for millennials as they decide on their employer of choice (Lyons et al., 2010). Bannon, Ford and Meltzer (2011) indicate that for millennials, diversity is part of life, and entering a work environment that does not support diversity would be startling for them. In addition, Myers and Sadaghiani (2010) mention that the millennial generation appears to be increasingly open-minded and tolerant towards the concept of diversity in comparison to earlier generations. Hence, they easily get along with people from multiple races, religions and sexual orientations (Bannon et al., 2011).

Organisations that support a diverse workplace are entitled to numerous benefits. Span (2013) lists some of the generational diversity benefits in the workplace as an increase in team-based work and productivity levels, fully engaged employees, reduction in workplace frustration, increased means of effective communication, increased efforts towards effective motivation and an appreciation for differences and similarities in the workplace. According to Bannon et al. (2011), a great number of Generation Y individuals hold the belief that diversity serves to reinforce a nation and further develop the work environment. Additionally, diversity is perceived by millennials as rewarding because different groups of individuals come up with innovative ideas and solutions for problem solving (Bannon et al., 2011).

The Google organisation includes workplace diversity as one of its major priorities, making certain that every worker is part and parcel of a positive and inclusive workplace (Bannon et al., 2011). Therefore, Bennett et al. (2012) indicate that failure to handle diversity may result in conflict amongst different generational groups in the work environment. Hence, today's organisations are not only faced with the challenge of dealing with such conflict but they are also challenged to utilise and bring into alignment organisational goals with the cultural beliefs and principles of every generation (Bennett et al., 2012). This will serve to promote generational diversity and moreover, provide each of these generations with a workplace where they can continuously work together in agreement (Bennett et al., 2012).

3.5.3 The Opportunity to Learn from More Experienced Professionals and Mentors

According to Thorpe (2013), Generation Y individuals have entered the workplace with an aspiration equivalent to that of their earlier counterparts, that is, to learn from more experienced professionals and their co-workers in the work environment. Hershatter and Epstein (2010, p. 220) defined mentoring as "a unique developmental relationship built on mutual respect and trust that nurtures the growth and advancement of every participant". Busacco (2011, p. 37) defined mentoring as "a developmental partnership through which one individual shares knowledge, skills, information, and perspective to promote

and encourage both individual and professional growth of another person". Bennett et al. (2012, p. 283) defined mentoring as "a developmentally oriented relationship amongst senior and junior coworkers or peers, that consists of counseling, role modeling, sharing contacts, and providing general support".

Thorpe (2013) points out that individuals from Generation Y perceive mentoring as an opportunity to build knowledge networks with those who share similar interests to theirs or with those who have the expertise to accomplish and meet required targets or set objectives on time. This new generation of employees is on the lookout for a reduced level of old-fashioned mentoring affiliations and somewhat prefers more and more open and cooperative methods of interacting with their mentors (Thorpe, 2013).

Schullery (2013) outlines a two-way mentoring program that functions to equally benefit every participating individual. Since millennials are identified as the most technologically savvy generation today, they can be teamed up with a much more skilled professional in the work environment (Schullery, 2013). The older professional will offer the young millennial support and guidance towards career development and success within the workplace context (Schullery, 2013). On the other hand, the millennial will share their technological proficiency with the older professional, who may be finding it difficult to get rid of longstanding habits and in its place accept innovative devices that will assist in enhancing their productivity (Schullery, 2013). These types of mentoring affiliations serve to develop mutual respect between generations whilst simultaneously working to enhance the diverse set of talents carried by each generation (Houck, 2011). Therefore, millennials tend to favour a more flat-type hierarchy of mentoring in the work environment (Mohr, Moreno-Walton, Mills, Brunett & Promes, 2011, Part I).

Mohr et al. (2011, Part I) indicate Generation Y's interest in an atmosphere that encourages learning and interaction with somebody who they are able to bond with, and who possesses the much desired ability to offer them prompt solutions, feedback and advice. In relation to mentoring affiliations, millennials tend to be increasingly candid in comparison to their Generation X predecessors (Mohr et al., 2011, Part I). Additionally, millennials desire constant, individual and constructive criticism from their mentors (Mohr et al., 2011, Part I). De Hauw and De Vos (2010) also indicate the great worth that millennials place on mentoring and training within the work environment because it permits and encourages the constant growth and development of novel expertise. This in turn provides millennials with an opportunity to continuously stay in demand in the competitive 21st century workforce (De Hauw & De Vos, 2010).

3.5.3.1 Organisational and Individual Mentoring Benefits

D'Netto and Ahmed (2012) propose that the accessibility of mentoring programs to the millennial cohort plays an essential role in making them increasingly knowledgeable and aware of the numerous opportunities available to them in the workplace, which leads to enriched job decisions within the organisation. Additionally, being able to easily approach senior managers within the organisation has proved to be very

worthwhile to millennials by providing them with the honest perspectives and sincere support that they strongly desire (D'Netto & Ahmed, 2012). Houck (2012) also mentions that mentoring unlocks communication routes, allowing for the easy and continuous flow of additional kinds of relationships, which assists to close up the obvious generational divide that still exists within organisations.

For organisations, Bennett et al. (2012) mention that mentoring structures play an important role in organisations by enhancing career-advancement approaches, assisting in value and behavioural communiqué, improvement of employee staffing and retention, providing workers with a feeling that they fit in, providing opportunities for network expansion, empowerment of workers, increased satisfaction in the workplace and the ease of information or knowledge transmission (Bennett et al., 2012).

Mohr et al. (2011, Part I) discuss some methods that can be utilised in organisations for more productive mentoring. These include structuring a respectful, mutual, and friendly rapport with mentees over a certain period, as well as making certain that mentee necessities are well taken care of (Mohr et al., 2011, Part I). In addition, Dannar (2013) recommends that organisations make use of a mentoring leadership style that places emphasis on loyal and mutual interactions, combined with an allocation of work responsibilities. This approach to mentoring will, in turn, afford millennial employees the opportunity to attain a higher degree of accountability, meaning, and a feeling of individual gratification (Dannar, 2013).

Today's millennial generation no longer places limitations on how many mentors they can have in the work environment, but rather, they are embracing and forming a new set of diverse mentoring relations, which differ in formality, length, and communication styles (Thorpe, 2013). Thorpe (2013) indicates that the use of technology has brought about a novel style of mentoring by giving millennials the power to define their mentoring affiliations. Houck (2012) supports the aforementioned statement by mentioning that technology supports a team-based approach to mentoring combined with the ease of access to more than one mentor. Furthermore, online mentoring also offers Generation Y individuals the opportunity to have access to multiple mentors, thus enabling them to create custom designed relationships with each mentor to meet their diverse learning requirements (Thorpe, 2013).

3.6 FLEXIBLE AND EFFICIENT WORK ARRANGEMENTS

Today's millennials are constantly on the lookout for work engagements that simultaneously provide flexibility and efficiency in order to support their demanding and busy lifestyles (Myers & Sadaghiani, 2010). This section will discuss two workplace variables which include work-life balance and the successful integration of technology into the work environment.

3.6.1 Work-Life Balance

According to Smith (2010), the concept of work-life balance first materialised in the United States of America in the year 1986. This term was utilised to assist in explaining the tendency of individuals to devote ample time to job-related tasks whilst apportioning a reduced amount of time to other areas of their lives (Smith, 2010). Parker and Citera (2010, p. 5) refer to work-life balance as "a competition for both time and energy between the diverse roles occupied by an individual". Robbins (2013, p. 1) describes work-life balance as "an acceptable level of involvement between the numerous roles in an individual's life". Additionally, work-life balance has been defined as "making work and family or personal commitments similarly important in one's life" (Robbins, 2013, p. 9). According to Gursoy, Chi and Karadag (2013, p. 44), work-life balance emphasises "the necessity for the separation of work from one's own personal life". Therefore, Parker and Citera (2010) state that the life of an individual can be regarded as being unbalanced or unstable when the extent of time they put into their work results in some kind of pressure in other aspects of their lives.

Robbins (2013) points out that work-life balance stands out as one of the challenging areas that modern organisations are confronted with in today's competitive business world. Hence, offering employees a work-life balance can be deemed a much desired prerequisite for any organisation, for the reason that, it has since become one of the most significant factors that the millennial generation is searching for when making employer decisions (Robbins, 2013). Therefore, when making career decisions, millennials take into account the impact that such decisions will have on their work-life balance (Smith, 2010).

The concept of work-life balance is considered to play a significant role in the lives of millennial employees, in relation to their future professions (Robbins, 2013). Hence, Smith (2010) proposes that organisations can utilise this concept as a motivating factor when hiring this generation of workers. Therefore, one of the approaches that organisations could implement to support a work-life balance for employees is through the availability of flexible work schedules (Smith, 2010). This could include flexi-time, telecommuting, options to work from home, part-time employment, job-sharing hours, special vacation times, relaxation and recreation activities, family and education leave (Parker & Citera, 2010).

Examples of organisations that are committed to providing their employees with a healthy work-life balance include The Special Air Service Organisation that offers its employees the benefit of an internal gymnasium (Gursoy et al., 2013). In addition, the Google Organisation allows workers to come with their dogs to work, offers funded massages to stressed employees and provides free laundry services (Gursoy et al., 2013).

Shen and Jiang (2013) mention that the millennial generation gives much more attention to work-life balance in comparison to the Baby Boomer Generation and Generation X. This may partly explain the reason why they undergo slightly reduced levels of work-life conflict (Shen & Jiang, 2013). Myers and

Sadaghiani (2010) also allude that millennial employees prioritise the availability of a work-life balance; hence, they are much more likely to reveal a desire for flexibility in their professions. In addition, Robbins (2013) mentions that Baby Boomers and millennials hold different beliefs about the amount of time one should spend on the job and the amount of time one should spend on other non-work related matters external to the workplace. These could most likely consist of friends, family and individual necessities (Robbins, 2013).

An example of conflicting beliefs that may exist amongst different generations relates to the issue of work and life. Baby Boomers are categorised by their desire to live to work, whilst individuals of subsequent generations are defined by an attitude or lifestyle that desires to work in order to live (Robbins, 2013). Shen and Jiang (2013) also indicate that this new group of millennial workers is more family-centered than earlier generations; hence, they place more significance on their individual lives and significantly value their recreation time.

Smith and Galbraith (2012) propose that in the process of hiring millennial employees, organisations need to pay more attention to matters relating to work-life balance and flexible work arrangements. Hence, part-time work schedules combined with flexible work arrangements have been recognised as valuable techniques that can be utilised within modern-day organisations to attain a balance between an individual's profession and his/her family (Mohr et al., 2011, Part II).

Eckleberry-Hunt and Tucciarone (2011) mention that when millennials make a decision about the kind of organisation they desire to work for, they carefully consider whether that organisation will suit their lifestyle rather than considering how they will fit into the organisation. Additionally, Mohr et al. (2011, Part II) point out that Generation Y hold the belief that the value of an individual's life is fundamental in determining whether an individual experiences individual gratification or not. Therefore, they are reluctant to remain at work after hours or take on extra work because they believe that there is a need for the productive combination of life at home and life at work (Mohr et al., 2011, Part II). The outcome will be concurrent individual and organisational productivity (Mohr et al., 2011, Part II).

Evidently, millennials expect work to be flexible, particularly in relation to where it is carried out and when it is carried out. Additionally, since this generation has an aspiration for work-life balance, they are constantly on the lookout for flexible work arrangements to meet this desire (Myers & Sadaghiani, 2010). Therefore, Myers and Sadaghiani (2010) indicate that millennials seek a work-life balance that will empower their lifestyles, by enabling them to attain a balance between work and play. Winter and Jackson (2014) point out that Generation Y's said desire to attain a suitable work-life balance has been closely associated with increased recreation time. This arises as a result of a fast-growing economy which serves to provide individuals with numerous possibilities for learning, travelling and flexible work arrangements

(Winter & Jackson, 2014). Kapoor and Solomon (2011) mention that millennials place great value on sustaining a work-life balance and are, therefore, not likely to give up their individual lifestyle for the organisation. When attracting, hiring and retaining millennials, it becomes imperative for managers to fully consider Generation Y's desire to attain a work-life balance (Kapoor & Solomon, 2011). This is because millennials place great significance on their leisure time and although they desire to enjoy their job, they do not want it to take over their lives; instead, they want it to provide for their way of life (Kapoor & Solomon, 2011).

Smith (2010) points out that achieving and maintaining a positive work-life balance strongly impacts millennials' job satisfaction, job performance as well as decisions directly related to ethics. Furthermore, a study revealed that when millennials were given the opportunity to make a decision, most millennials (87.3%) rejected additional salaries and rather went for additional holiday or flex-time (Smith, 2010). Hence, positively handling matters pertaining to work-life balance results in job attractiveness for the millennial generation when making career decisions. By offering flexible work schedules, existing organisations are well-equipped and equally empowered for the retention of the best and talented individuals, who can in reality, make meaningful contributions to their organisation, the community and the general public (Smith, 2010).

Kapoor and Solomon (2011) indicate that whilst money or pay stands out as one of the significant workplace characteristics for millennial employees, attaining and sustaining a work-life balance remains a core workplace motivator. Hence, Smith (2010) recommends that today's organisations carefully consider providing millennials with a range of flexible work schedules in order to ensure that they are enabled to attain their desire for a work-life balance.

3.6.2 Integration of Technology into the Workplace

According to Kilian, Hennigs and Langner (2012, p. 121), "a powerful force now thrusts the world towards a single converging commonality, and that force is technology". Millennials have grown up in digitally enriched surroundings or a world surrounded by technology; hence, they are frequently referred to by numerous terms such as the Net Generation, Digital Natives, the IM or Instant Message Generation, the Gamer Generation, the Google Generation or the I-Generation to mention a few (Jones & Shao, 2011). Jones and Shao (2011, p. 5) categorise the millennial generation as digital natives because "they have been found to be native speakers of the digital language of computers and the Internet".

A study conducted by Pew Research revealed that 74% of Generation Y held the belief that the introduction of new technology made life stress-free, whilst 54% were of the belief that technology brought family and friends nearer to them, and 56% believed that technology made it possible for them to manage their time more resourcefully (Thorpe, 2013). Millennials have grown up in a world of technology; as a result, they

are much more knowledgeable about the technological environment in comparison to their parents and instructors (D'Netto & Ahmed, 2012).

Due to exposure to such enriched high-tech information, the millennial generation has been propelled into a time or period during which information is easily available to any individual, no matter their location (Meier & Crocker, 2010). Therefore, Meier and Crocker (2010) indicate that millennials are the newest generation of individuals to move into the work environment, possessing a complete know-how and experience about the technology that surrounds them. Known as the technologically proficient generation, Generation Y individuals perceive technology as a way of living and as a part of who they are, rather than earlier generations who utilised technology as a device to fulfill a particular task (Cahill & Sedrak, 2011).

3.7 WORKPLACE FUN

Choi, Kwon and Kim (2013) point out that the integration of fun and enjoyable activities into the millennials' work environment can provide millennials with a renewed motivation towards their work, thereby making it more meaningful, interesting and flexible. Hence, this section will discuss three workplace variables, namely, meaningful work experiences, the opportunity to give back to the community through the organisation and the availability of an interesting and fun job.

3.7.1 Meaningful Work Experiences

Fairlie (2011, p. 509) points out that meaning is made up of some shared elements which include "having a purpose or goal, living in accordance with one's values and goals, autonomy, control, challenge, achievement, competence, mastery, commitment, engagement, generativity or service to others, self-realisation, growth and fulfillment". Fairlie (2011, p. 510) describes meaningful work as "a job and other workplace characteristics that facilitate the attainment or maintenance of one or more dimensions of meaning". Fabian (2014, p. 59) defines a meaningful work experience as "one that enables and encourages innovation and creativity, combined with a work setting that invests in the personal growth and development of its workers".

Smith and Galbraith (2012) point out that the key factor Generation Y searches for in prospective employment is meaningful work. They view work as a means to an end but it should carry meaning (Coulter & Faulkner, 2014). Park and Gursoy (2012) indicate that Generation Y gives much more value to meaningful and rewarding work assignments; hence, they tend to be less accepting of work that does not challenge them. Therefore, meaningful work tends to motivate higher levels of employee engagement (Park & Gursoy, 2012). According to Lyons et al. (2010), more and more millennials desire to be employed by organisations that are not just interested in profit making. Hence, they are searching for interesting and fulfilling opportunities to grow in their careers, which will further empower them to carry out highly

influential work projects, and eventually make a positive contribution to the entire growth and success of the organisation (Lyons et al., 2010).

Huybers (2011) alludes that millennials look for meaningful work experiences that tie in with their desires, combined with work that has an overall positive outcome for the entire organisation. Dannar (2013) mentions that managers can continuously empower millennials in the workplace by allocating work-related tasks, which, in turn, will allow them to realise higher levels of responsibility, combined with a sense of meaning and self-actualisation. Therefore, it becomes imperative for organisations to integrate the work needs and expectations of millennials into the workplace, such as meaningful and rewarding work tasks, if they desire to retain this generation of employees within the current workforce (Park & Gursoy, 2012).

Smith and Galbraith (2012) also state that millennials hold the belief that they can bring about transformation wherever they are; hence, they desire work that brings them that sense of fulfillment. Therefore, Smith and Galbraith (2012) recommend that managers and supervisors should assist millennials in clarifying the importance of their work and how it specifically fits in with the goals, values and mission of the entire organisation. This, in turn, serves to make work assignments more interesting to employees, by motivating them and making them feel more appreciated in their work environment (Smith & Galbraith, 2012).

3.7.2 The Opportunity to Give Back to the Community through the Organisation

Giving back to the community through an organisation is termed Corporate Social Responsibility. According to Lou, Lee and Mathison (2011, p. 674), Corporate Social Responsibility can also be referred to as "corporate sustainability, corporate citizenship, corporate social investment, the triple bottom line, socially responsible investment, business sustainability and corporate governance". Persons (2012, p. 64) defines Corporate Social Responsibility as "the moral obligations that maximise the positive impact of the organisation on its social environment and minimise the negative impact". Lou et al. (2011, p. 675) define Corporate Social Responsibility as "a business approach that creates long-term shareholder value by embracing opportunities and managing risks originating from economic, environmental and social developments".

Sharma (2012) alludes that the millennial generation displays eagerness to give their time to various types of services for the benefit of the public. Michailides and Lipsett (2013) indicate that millennials pay less attention to the legal and economic work aspects in comparison to previous generations, and are rather seen to place much more importance on moral and charitable corporate responsibilities to their society, in contrast to elderly employees. A study revealed that a greater part of millennials (79%) would opt to be employed by an organisation that is concerned about how it contributes towards the improvement of its

society, whilst 69 % of millennials would never choose to be employed by an organisation that is not socially accountable (McGlone, Spain & McGlone, 2011).

Sharma (2012) further emphasises that millennials in general are much more community inclined and seem to be increasingly involved in volunteer work than members from earlier generations. Additionally, Sharma (2012) believes that voluntary work serves to benefit the individual and the organisation concurrently by firstly, improving the image of the organisation within the general public and secondly, providing millennial employees with the great opportunity to participate in work that is significant, adding to their daily work assignments (Sharma, 2012). This results in an organisation's continuous ability to meet the needs of millennials seeking employment, thereby increasing their retention within the workforce (Sharma, 2012).

McGlone et al. (2011) mention that millennials choose to carry out voluntary work for numerous reasons such as selflessness, inspiration from friends and family members, as well as the need to fill up their curriculum vitae. Additionally, McGlone et al. (2011) point out that the millennial generation is not interested in showing loyalty to any organisation. Therefore, they choose to commit themselves to volunteer work for their self-development, rather than that of the organisation (McGlone et al., 2011). Furthermore, millennials are hard workers, and place much more significance on assisting other people and confronting challenges faced by society (McGlone et al., 2011). It is important to note that modern-day workers (including the millennial generation) in high-speed competitive labour markets, do not decide on an employer solely on the basis of a good salary (Vaiman, Scullion & Collings, 2012). As a result, numerous organisations view Corporate Social Responsibility as a vital part of their staffing and retention policy and utilise it as a valuable instrument for the attraction of highly skilled employees.

3.7.3 An Interesting and Fun Job

Tews, Michel and Allen (2014, p. 3) define fun as "a work setting that deliberately encourages, initiates and supports a range of entertaining and enjoyable activities". Choi et al. (2011, p. 2) defined workplace fun as "playful, social, interpersonal, recreational or task activities at work of a playful or humorous nature, intended to provide an individual with amusement, enjoyment or pleasure". Choi et al. (2013) suggest that, in principle, fun in the workplace consists of intentionally planned fun events that will most likely enhance productivity within any organisation. Therefore, the provision of a fun environment serves to strongly influence employees' attitudes and levels of productivity in the workplace (Choi et al., 2011).

According to Tews et al. (2014), fun is an important aspect for the new generation of millennial employees in the current workforce. Thompson (2011) indicates that, for numerous millennials, a fun or enjoyable workplace stands out as one of the major factors when choosing an employer, placed before diversity and work-life balance. Hence, millennials may tend to view workplace fun as a prerequisite, instead of a benefit

(Choi et al., 2013). When it comes to the work environment, Generation Y yearns for a sense of balance between work and play, autonomy and participation in social activities (Tews et al., 2014). Furthermore, Houck (2011) mentions that millennials desire to have a work-life balance that is centred around the amount of work in proportion to the amount of fun, instead of being clock centred on a 9 – 5 work schedule. Thompson (2011) mentions that for millennials, the term 'enjoyable' means that the work environment is not merely one of fun, but one that equally provides support, values its employees and continuously encourages them. A study revealed that the presence of fun depicted a much more positive relationship in relation to job satisfaction, performance and personal outcomes for millennials, in contrast to the earlier cohort of Generation Xers (Tews et al., 2014). Likewise, fun is considered to play an important role amongst millennial employees for the reason that it might possibly result in the building of rewarding companionships (Tews et al., 2014).

Some examples of fun activities that organisations could introduce in the workplace include recognition of individual milestones (for example, public recognition of employees' birthdays, marriages, marriage and work anniversaries, social occasions (for example, holiday get-togethers and picnics, public celebrations of work accomplishments (for example, recognition for outstanding performance, friendly contests amongst staff members (for example, productivity tournaments, personal growth opportunities, entertainment and team building exercises (for example, company-funded sports clubs and bowling events) (Becker, 2012).

Becker (2012) pointed out that the element of fun in the workplace was linked to definite advantages such as greater zeal from workers, team cohesiveness, worker satisfaction, personal resourcefulness, and companionships in the workplace, organisational social responsibility and decreased stress levels. Everett (2011) mentions that enjoyable work settings have a tendency to improve knowledge production, efficiency and creativity whilst concurrently decreasing the likelihood of absence and fatigue. Fun in the place of work may also be utilised as a practical tool to develop trust and improve modes of communication between managers and their employees (Everett, 2011).

Everett (2011) accentuates that a work environment that simultaneously promotes innovativeness and fun will find it much easier to hire and retain workers. A practical example of an organisation that has set the best pattern when it comes to fun in the workplace is Google. This organisation is believed to draw more than 3000 job candidates on a daily basis. The Co-Founder of Google, Larry Page, upholds that "we do not just desire our employees to have a great job, we want them to have a great life, hence we make available to our employees everything they need so that they can be productive and content on and off the clock" (Everett, 2011, p. 2). In addition, Larry Page indicates that Google is structured around the proficiency to draw and influence the skill of excellent specialists and key individuals in the corporate world. Hence, this kind of attraction is mainly a result of Google's expertise to effectively find a balance between work and

play or fun (Everett, 2011). Other organisations such as Yahoo, Southwest Airlines, Domino Pizza, Sun Micro System and Kodak have promoted the practice of fun and acceptable humor in their work environments, which is an approach that appears to draw on high-tech millennials (Witt Smith & Khojasteh, 2013).

Therefore, fun or playfulness within the work setting improves motivation and efficiency amongst workers, decreases levels of anxiety and strain and serves to increase the satisfaction of clients (Everett, 2011). Hence, several organisations have experienced an improvement in production and clientele service satisfaction due to integrating a culture of fun in the work setting (Everett, 2011).

3.8 CONSTANT GROWTH AND ADVANCEMENT IN THE WORKPLACE

According to Ismail and Lu (2014), the new cohort of millennial employees have a desire to move rapidly up the career hierarchy, either within the organisation where they are employed or in any other organisation that is willing to provide them with professional development opportunities. Therefore, it becomes utterly important for managers to be familiar with the career goals of millennials because these goals define millennials' employment preferences during the course of their careers or professions (Ismail & Lu, 2014). Hence, the final section of this chapter will proceed to discuss the last three workplace variables in relation to millennial growth and advancement. These relate to continuous learning, training and development opportunities, career advancement or development and, immediate feedback and recognition.

3.8.1 Continuous Learning, Training and Development Opportunities

Verma (2013) mentions that the new cohort of millennial employees greatly values a work environment that is defined by ample possibilities to be innovative and create new concepts, combined with multiple opportunities to learn, develop and grow. Furthermore, Kibui and Kanyiri (2014) point out that even though offering incentives is constantly a good approach to motivate individuals to improve their performance, training and development has continuously proved to be an increasingly efficient tool when it comes to improving work performance. Hence, Verma (2013) indicates that such an environment will ensure that millennials are awarded the possibilities to increase their knowledge, which, in turn, serves to encourage individual growth and self-realisation.

According to Brack (2012), when taking into account training and development opportunities designed for millennials, the implementation of e-learning opportunities within the workplace can greatly influence their love for technology. Furthermore, e-learning opportunities can be on high demand for the reason that they provide flexible work schedules to millennials with regards to where and when they take part, combined with their great cost-efficiency (Brack, 2012).

Generation Y have been characterised as 'continuous learners'. A study reveals that opportunities for learning, which include tuition settlement programs, can serve to increase the rates of retention in the workplace (Brack, 2012). Mencl and Lester (2014) allude that the newer generation of employees are increasingly driven and eager to participate in continuous learning in comparison to the older generations. One of the reasons may be that the Baby Boomer Generation has already been promoted to higher ranks within the organisational ladder, which have served to fulfill their desire for development (Mencl & Lester, 2014). On the other hand, Mencl and Lester (2014) point out that currently, more and more millennials are expected to be on the lookout for advancements within their workplace; hence, they place greater value on areas such as skill development.

From the aforementioned, one can make the assumption that the millennial generation gives much more value to an organisation that encourages and promotes a continuous learning environment, in contrast to the older generations (Mencl & Lester, 2014). Hence, managers are currently utilising more and more e-learning techniques in the work environment to assist millennials in understanding preliminary principles like fundamentals of business or sales techniques (Brack, 2012).

Kibui and Kanyiri (2014) indicate that training can continually assist in the preservation of individual expertise, which additionally serves to fulfill the ample desire of millennials' demands and their desire to learn. Therefore, in order for organisations to meet the requirement for lifelong learning, it becomes imperative that managers carry on training within the work environment which could include leadership and management development, coaching from highly skilled personnel, on-the-job development training and work assignments, as well as regular feedback based on performance (Kibui & Kanyiri, 2014). Thus, organisations must encourage workplaces that support an atmosphere of learning, which should further be sustained by workplace strategies and techniques, in which work is structured and carried out (Kibui & Kanyiri, 2014). The reverse mentoring model can also be utilised as an advanced mechanism for organisations that consider nurturing diversified learning amongst generations and to further enhance their present and upcoming managers (Marcinkus Murphy, 2012).

3.8.2 Career Advancement/Development

Lyons et al. (2014, p. 3) referred to a career as "an individual's job-related and other relevant experiences, both inside and outside of organisations, that make up an inimitable pattern over the individual's lifetime". Lyons et al. (2014, p. 3) defined career development as "a set of activities through which an individual determines suitable individual and professional goals and work, to attain the necessary skills and experience required to obtain those goals". Wei and Taejun (2013, p. 44) described career development as "the interactive progression of internal career identity creation and the growing of external career significance".

Ismail and Lu (2014) mention three reasons why it is important for employers to know the career goals of millennials. Firstly, it makes managers aware of the desires of millennials in relation to the 'what' and 'where' of their careers. Secondly, it makes employers aware of the characteristics that millennials look for when deciding on which organisation to work for. Lastly, it clarifies career paths and preferences that millennials pursue, as influenced by cultural values (Ismail & Lu, 2014). According to Hills, Ryan, Warren-Forward and Smith (2013), a study has projected that Generation Y's attention to career advancement may lead to them becoming the most productive labour force in world history.

Kuhl (2014) alludes that Generation Ys desire is in knowing that they can grow and develop in their careers. Hence, for millennials, development and progress in the work environment is not just about self-image and power but increasingly about a fast-tracked career (Kuhl, 2014). Therefore, Kuhl (2014) proposes that it is imperative for present-day organisations to implement programs that will provide millennials with the necessary support for fast-tracked career progress. As a result, the millennial generation is currently searching for organisations that will give them stimulating and thought-provoking work projects, which will ensure their individual and professional development, as well as a sense of belonging to a larger vision (Kuhl, 2014).

Since the new generation of workers display high levels of career mobility in contrast to previous generations, it may now become necessary for organisations to introduce advanced hiring systems combined with mutual work arrangements (Hills et al., 2013). This may serve to guarantee that this appreciated group of millennial employees is well-preserved in the 21st century business environment (Hills et al., 2013).

3.8.3 Immediate Feedback and Recognition

Whilst the Silent Generation (Veterans) and the Baby Boomer Generation have a preference for feedback once a year, Generation Xers and the Millennial Generation desire frequent and instantaneous feedback in the work environment (Rajani, 2012). This kind of desire arises due to the fact that millennials have always received a wide range of feedback from both their parents and teachers, which has accustomed them to be equally expectant of valuable, measurable and timely feedback, combined with continuous encouragement from their work environment (Thompson & Gregory, 2012).

Melnychuk (2013) points out that the millennial cohort of employees greatly value spontaneous, constant, frequent and daily feedback. Hence, Farrell and Hurt (2014) point out that millennial employees desire to be given feedback all the way through an entire project in order to make certain that the much sought after improvement is taking place. As a result of this kind of feedback, they feel prominent, respected and appreciated in their work environment (Melnychuk, 2013). Due to millennials' strong desire for feedback,

Thompson and Gregory (2012) suggest that millennials be given feedback approximately once every month. Given the value millennials place on regular and precise feedback, receiving feedback once every month does not appear to be irrational at all (Thompson & Gregory, 2012).

This strong desire for feedback from their seniors may partially be the reason for their high expectancies with regards to income and promotion in the workplace (Chaudhuri & Ghosh, 2012). Ahmed, Scott-Young, Ahmed and Fein (2013) support the aforementioned statement by pointing out that this generation of individuals has been brought up in an environment surrounded by high expectations with plenty of feedback and approval, which, in turn, has led to millennials' expectations of high income, rewarding work and accomplishment. Ahmed et al. (2013) indicate that showing appreciation and recognition for millennials' creativity in the workplace results in greater employee engagement, which, in turn, provides them with a greater sense of contribution to the organisation.

Ahmed et al. (2013) allude that the millennial generation has constantly been getting feedback in relation to their class assignments at every single phase of advancement; therefore, it is not surprising that they desire to be given equivalent support during the course of carrying out their tasks and assignments in the work environment. Thus, silence in many cases is perceived by this generation as an adverse reaction, which can negatively impact work performance (Smith & Galbraith, 2012).

Smith and Galbraith (2012) confirm that the most significant and motivating workplace factor for Generation Y is frequent, constant feedback and recognition, rather than merely an income or salary. Hence, a workplace where employers give helpful and continuous feedback on performance, combined with approval and recognition for work completed is attractive to the millennial generation (Ahmed et al., 2013). Due to Generation Y's great yearning for feedback and consideration in the workplace, numerous organisations have introduced mentor/mentee relationships to assist new employees by providing them with the much desired feedback and support, enabling them to acquire knowledge from superiors more experienced in the field and additionally providing mentors with assistance in technology-based assignments that may perhaps seem less innate (Farrell & Hurt, 2014).

Edge, Cockerham, Correale, Dion, Figueroa-Altmann and Geetter (2011) allude that giving millennial employees recognition for being successful in demanding circumstances such as huge work assignments, role pressure and time restraints, could continuously develop their level of self-confidence and result in them becoming increasingly dedicated to the organisation. Hence, feeling appreciated and recognised plays a major role in the retention of millennials (Edge et al., 2011). In conclusion, Thompson and Gregory (2012) mention that a coaching technique focused on increasingly developing and providing decision privileges

and individual accountability to workers, will serve to attract the millennial generations' craving for feedback and individuality.

Additionally, Farrell and Hurt (2014) point out that it is important for organisations to carefully consider Generation Y's preference for regular feedback and significant recognition when planning and developing training programs. Such desired feedback could be realised through the utilisation of various methods such as individual feedback, which can be given by mentors or managers throughout on-the-job training activities, by assisting and reassuring the millennial learner (Farrell & Hurt, 2014).

3.9 CONCLUSION

In conclusion, the important role that the millennial generation contributes to the future growth and success of the 21st century labour force is clearly evident. Therefore, much more attention should be focused on comprehending the unique abilities and talents of this specific cohort, in comparison to the additional older generations (Ismail & Lu, 2014). As a result, this will serve to meet the goal of successfully hiring and retaining millennials, as well as offering appropriate on-the-job training programs, which will lead to enduring organisational performance and production (Ismail & Lu, 2014).

Additionally, Kibui and Kanyiri (2014) suggest that managers can work around building a workplace culture that supports and encourages on-going career development, a financially gratifying job, work-life balance, an environment that supports diversity, limitless learning opportunities, instant feedback and appreciation, flexible work arrangements, teamwork and collaboration, challenging work and participation in decision making. Therefore, the availability of a wide variety of workplace opportunities to millennial employees will result in organisations successfully attracting and retaining this unique cohort of individuals in today's competitive corporate environment (Kibui & Kanyiri, 2014).

Chapter four explains the research methodology adopted in undertaking the study and will outline techniques selected in sampling, data collection and data analysis.

CHAPTER 4

THE RESEARCH DESIGN

4.1 INTRODUCTION

The literature review of the dimensions of the study have been undertaken and this chapter elucidates the methodology that will be followed in collecting the data to fulfil the objectives of the study. This chapter describes the sampling techniques used to carry out the study. In addition, it will discuss the method used for data collection. The chapter will further discuss the analysis of data through the appropriate use of descriptive and inferential statistics as well as a discussion of how validity and reliability will be statistically determined. Therefore, the study will utilise a quantitative approach to gather data and quantitative research will be carried out through the use of a questionnaire.

4.2 OBJECTIVES OF THE STUDY

The six key dimensions of the study having the potential to influence the integration and management of millennials in the workplace include extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and, constant growth and advancement in the workplace. In order to integrate and manage millennials effectively in the workplace, the following research objectives will be explored:

1. To assess the different characteristics, workplace expectations and values that all employees (including millennials) bring with them into the workplace in relation to the key dimensions of the study (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and, constant growth and advancement in the workplace).

2. To assess the different characteristics, workplace expectations and values millennials bring with them into the workplace in relation to the key dimensions of the study and how these differ from the other generations.

3. To determine the extent to which the key dimensions of the study are important to millennials and employees from other generations.

4. To evaluate the extent to which the key dimensions of the study interrelate with each other.

5. To assess the extent to which millennials and employees from other generations varying in age, gender, race, position, tenure and education levels differ with regards to the key dimensions of the study.

6. To identify the challenges that millennials face in the organisation, being from the youngest generation in the organisation with a different approach to life as compared to the other generations.

7. To examine how millennials see themselves as constructive contributors to organisational growth and success as compared to the other generations.

8. To recommend strategies to successfully integrate and manage millennials in the workplace.

4.3 HYPOTHESES

Two main hypotheses are tested in this research study.

Hypothesis 1

There exist significant intercorrelations amongst the dimensions of extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace respectively.

Hypothesis 2

Employees varying in biographical profiles (age, generation, gender, race, position, tenure, education) differ significantly in their perceptions of the key dimensions of the study that determine the integration and management of millennials in the workplace (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace) respectively.

4.4 SAMPLING TECHNIQUE AND DESCRIPTION OF THE SAMPLE

A target population can be defined as "those units for which the findings of the survey are meant to generalise" (Lavrakas, 2008, p. 3). On the other hand a sample refers to "a relatively small subset of the population, so a population refers to the total of all the elements that share a common set of characteristics" (Hair, Wolfinbarger, Money, Samouel & Page, 2015, p. 164). The study population consists of 600 employees from a public sector organisation in KwaZulu-Natal within the Department of Treasury.

4.4.1 Sample Size

Sample size can be defined as the number of components to be contained within a sample to represent the population for the study (Welman et al., 2005). The public sector organisation in KwaZulu-Natal within the Department of Treasury consists of 600 employees. According to Sekaran and Bougie's (2010, p. 294) population-to-sample size table, the equivalent minimum sample size for a populace of 600 individuals is 234.

4.4.2 Sampling Technique

When a segment of the population is selected for investigation, this is referred to as sampling (Bryman & Bell, 2015, p. 187). Probability and non-probability sampling are the two major kinds of sampling techniques that exist. Bryman and Bell (2015, p. 187) define probability sampling as "a sample that has been selected using random selection so that each unit in the population has a known chance of being selected". A probability sampling technique known as cluster sampling will be used by the researcher to extract individuals from the population.

Hair et al. (2015, p. 173) point out that in cluster sampling, "the target population is viewed as being made up of heterogeneous groups, called clusters". The researcher will utilise the cluster sampling technique to draw the required respondents from a public sector organisation in KwaZulu-Natal within the Department of Treasury, to participate in a manual questionnaire survey. The clusters relate to the different divisions on the different floors within the Department of Treasury. These divisions form clusters from which participants will be drawn to complete the questionnaire.

Some advantages of utilising cluster sampling are that the extent of errors can be correctly estimated if there are good response rates and clusters are properly selected, and it simply needs good sampling frames within the selected clusters. Additionally, this method is possibly low-cost in comparison to stratified or simple random sampling (Levy & Lemeshow, 2013). However, the use of cluster sampling also involves some disadvantages. Firstly, it requires the existence of a sampling frame of clusters, and of individuals, solely within the selected clusters. Hence, if selected clusters are not representative, there may be an introduction of some bias to the results. Furthermore, cluster sampling contains a high sampling error in comparison to stratified or simple random sampling (Levy & Lemeshow, 2013). However, in this study these potential disadvantages were minimised by ensuring that distinct clusters existed and that the clusters were totally relevant and representative for the purpose of the study. In this regard, it was ensured that millennials were employed in the various clusters. Table 4.1 displays the composition of sample for the study.

Table 4-1

Composition of Sample

Biographical Variables	Categories	n	%
Age	21 – 26 years	15	16.1
	27 – 32 years	17	18.3
	33 – 38 years	18	19.4
	39 – 44 years	11	11.8
	45 years and above	32	34.4
Generations	Generation Y	32	34.4
	Generation X	29	31.2
	Baby boomers	32	34.4
Gender	Male	56	60.2
	Female	37	39.8
Race	African	49	52.7
	White	10	10.8
	Indian	30	32.2
	Coloured	4	4.3
Position	Senior Level Manager	10	10.8
	Middle Level Manager	11	11.8
	Lower Level Manager	11	11.8
	Employee	57	61.3
	Other	4	4.3
Tenure	Less than 1 year	10	10.8
	2 – 5 years	24	25.8
	6 – 10 years	16	17.2
	11 – 20 years	21	22.6
	More than 20 years	22	23.6
Education	Grade 9 and below	2	2.2
	Grade 12	15	16.1
	Diploma	31	33.3
	Degree	26	28.0
	Post-graduate Degree	19	20.4
Total per biographical variable		**93**	**100**

Table 4-1 displays the composition of sample based on age, generation, gender, race, position, tenure and education. It is evident that the response rate is only 40% of the total sample expected. However, in the interest of reflected current results it was decided to analyse the results especially that 34.4% of the sample comprised of millennials. The composition of sample was specifically graphically represented in terms of age, generation, gender and education (Figure 4.1 to Figure 4.4).

Table 4-2

Cluster and composition thereof

Cluster	Population (N)	Sample Size (n)
Department of Treasury	146	93*

*In addition to the 93 responses, there were 7 spoilt copies which were not included in the study.

Figure 4-1

Composition of Sample: Age
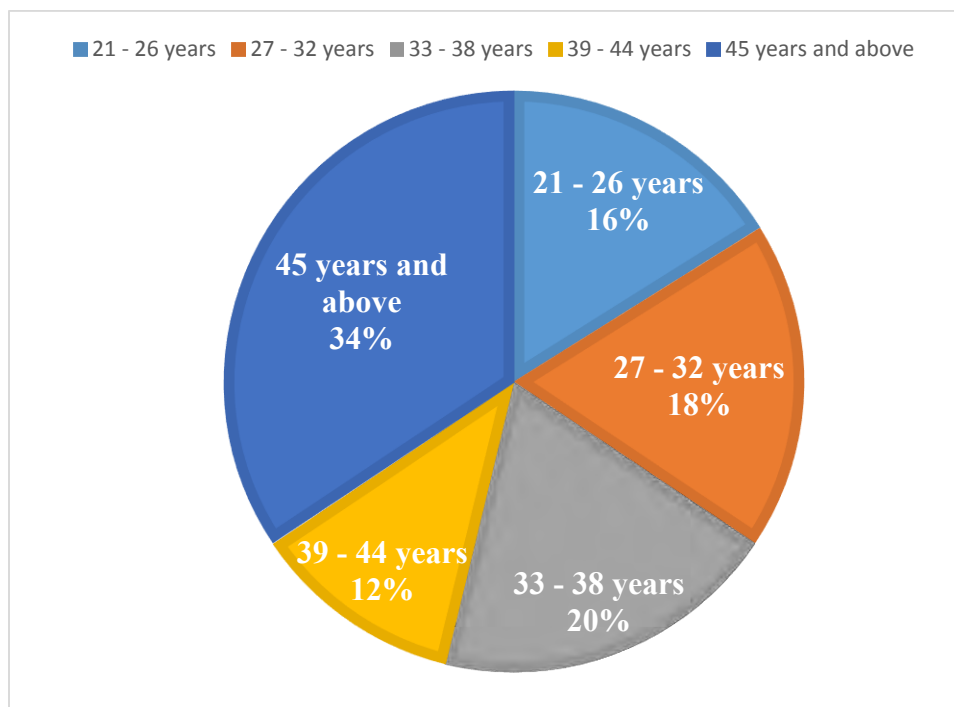
Figure 4-1 reveals that the majority of participants in the organisation are 45 years and above (34%) and the millennials (21 to 32 years) also make up 34% of the sample.

Figure 4-2

Composition of Sample: Generations

The Three Generations

BABY BOOMERS 34.4%

GENERATION Y 34.4%

GENERATION X 31.2%

■ Generation Y   ■ Generation X   ■ Baby Boomers
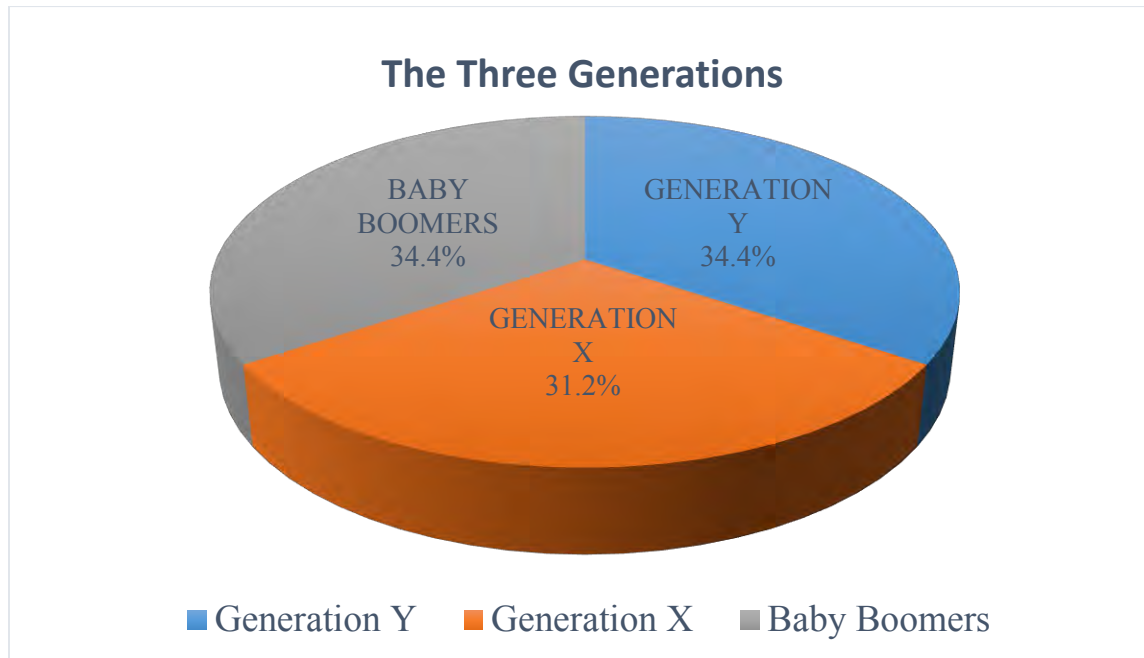
With regards to generations, the sample was categorised into generations based on age. Those participants who are 21 to 32 years were regarded as Generation Y and made up 34.4% of the sample, those between 33 to 44 years were labelled as Generation X and comprised of 31.2% of the sample and those who are 45 years and older were referred to as Baby Boomers and constituted 34.4% of the sample. Evidently, the various generations are almost equally represented (Figure 4-2).

Figure 4-3

Composition of Sample: Gender
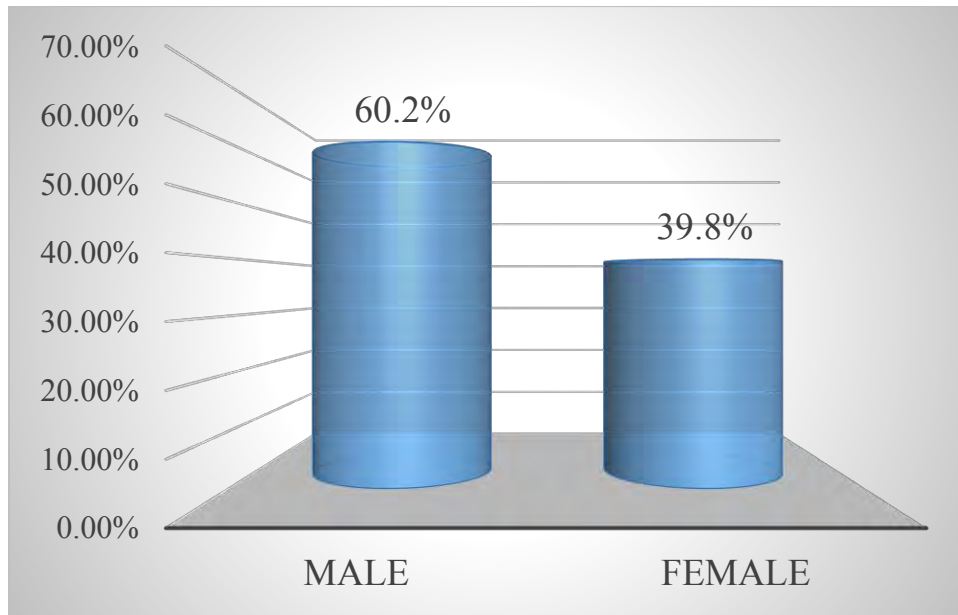
Figure 4-3 reveals that there are more male participants (60.2%) working in the organisation than female participants (39.8%).

Figure 4-4

Composition of Sample: Education
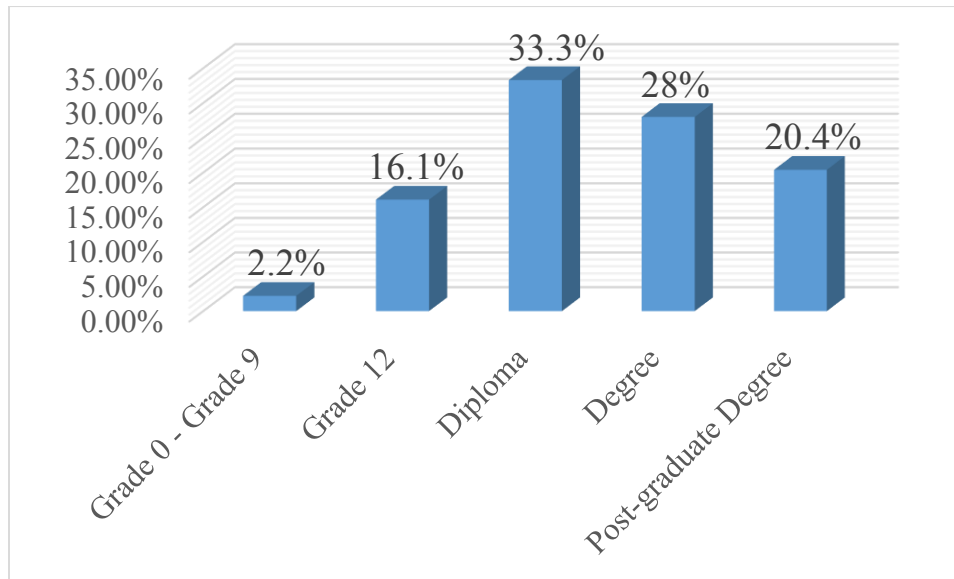
With regards to educational level of the employees in the organisation, Figure 4-4 reveals that the largest segment of employees hold a Diploma (33.3%) followed by a Degree (28.0%), a post-graduate Degree (20.4%), Grade 12 (16.1%) and those with ≤ Grade 9 (2.2%).

4.5 DATA COLLECTION

The study makes use of both primary and secondary sources to collect data. Primary data is collected through the utilisation of questionnaires.

4.5.1 Primary Data Collection Instrument

A questionnaire is used to gather primary data. A frequently used method for collecting data is through questionnaires. This method is most convenient and most popular when it comes to collecting data from large numbers of individuals (Sekaran & Bougie, 2010). This is because information can be easily acquired from numerous individuals and responses can be easily coded (Sekaran & Bougie, 2010).

4.5.2 Questionnaire

A questionnaire is defined as "a preformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives" (Sekaran & Bougie, 2010, p. 197). The study collects data from managers/supervisors and employees through the use of a questionnaire (Appendix A). Respondents will use roughly 10-15 minutes to complete the questionnaire. The questionnaire comprises of two sections. Section A relates to the biographical data and uses a nominal scale with categorical

variables. These biographical variables include age, gender, race, position in the organisation, length of service in the organisation and level of education. Using the age of participants, the various generations were derived. Those employees from 21 to 32 years were regarded as Generation Ys or millennials, those from 33 to 44 years comprised on Generation Xers and those who are 45 years and above represent Baby Boomers. Section B comprised of Likert scale items that measured the key dimensions of the study. In addition, the questionnaire consists of two open-ended questions relating to the three generations perceptions of contributions to organisational growth and success as well as the perceptions of challenges faced in the organisation, which will permit the participants to respond to the questions in any way they decide (Sekaran & Bougie, 2010).

Furthermore, forced choice items are also included, where participants are requested to make a selection among a number of options provided by the researcher (Sekaran & Bougie, 2010). Forced choice items use the 1-5 point Likert scale ranging from strongly disagree (1) to strongly agree (5). Furthermore, the questionnaire is divided into 6 dimensions where each dimension will consist of several items as follows:

- Dimension 1: Extrinsic values or rewards (Questions 1 to 6),
- Dimension 2: Work environment (Questions 7 to 11),
- Dimension 3: Learning and diversity (Questions 12 to 16),
- Dimension 4: Flexibility and efficiency of the work environment (Questions 17 to 21),
- Dimension 5: Fun in the workplace (Questions 22 to 27),
- Dimension 6: Growth and advancement in the workplace (Questions 28 to 34).

Figure 4-5 represents the aforementioned 6 dimensions as conceptualised and assessed in the study.

Figure 4-5

Conceptualisation of the study variables
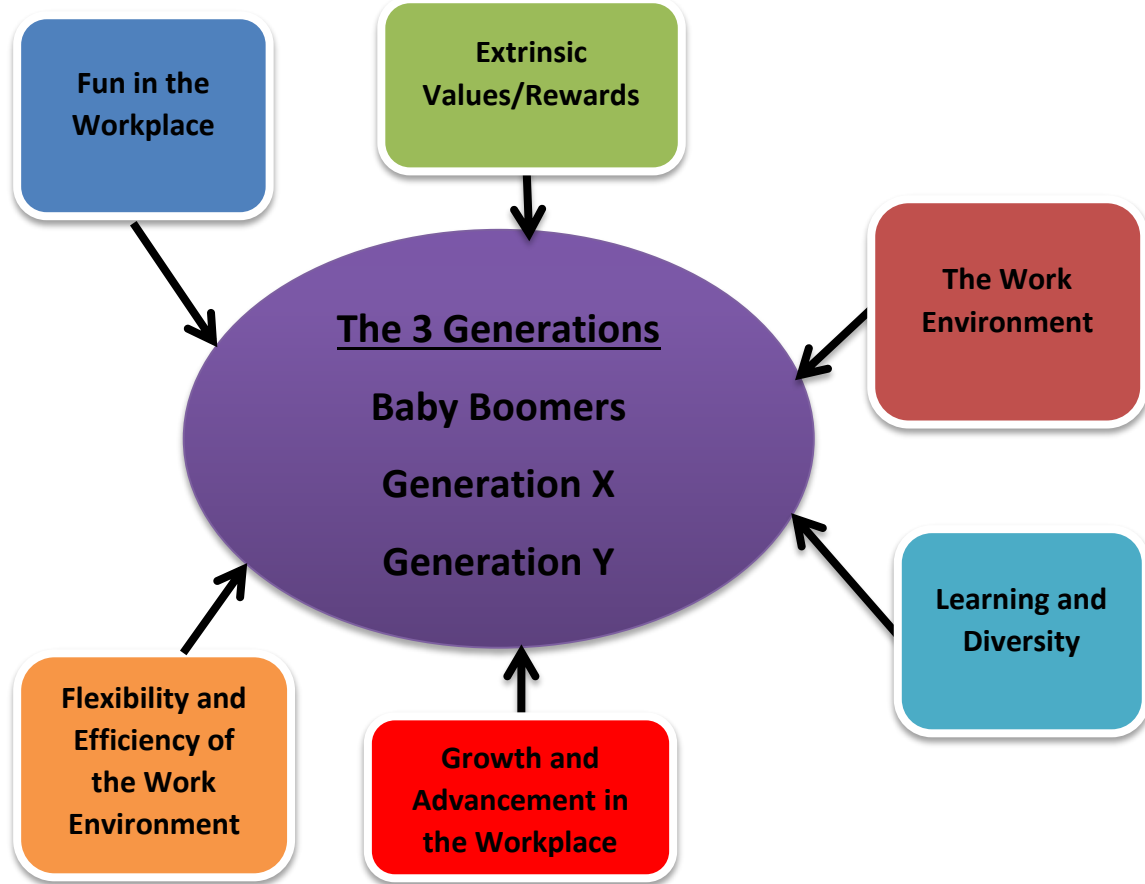
4.5.3 Questionnaire Administration

A self-designed questionnaire is utilised to collect information from participants. A Likert scale is used to gain a degree of preferences from each individual. A 5 point scale will consist of options ranging from Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4) to Strongly Agree (5). The numeric response for each item will be captured for data processing.

Questionnaires will be distributed manually (by hand) to participants. This method of handing out questionnaires is referred to as the personal administration of questionnaires or personally administered questionnaires (Sekaran & Bougie, 2010). One of the advantages of using such a technique to administer questionnaires is that the researcher is able to collect all the completed answers within a short time frame (Sekaran & Bougie, 2010). Additionally, the researcher is also given the chance to introduce the focus of the research and by so doing encourage the participants to provide honest responses. This method also proves to be less costly, does not call for that much expertise and takes up far less time than the conducting of interviews (Sekaran & Bougie, 2010).

4.5.4 In-house Pre-Testing and Pilot Testing

In order to make certain that the instrument is reliable, pretesting and pilot testing is carried out. Casper, Peytcheva and Cibelli (2011, p. 1) define pretesting as "including a sequence of activities intended to evaluate the capacity of a survey instrument to collect the desired data, the capabilities of the method chosen to collect data and the overall appropriateness of the field procedures". In this study, in-house pretesting is undertaken to ensure that at face value, the questionnaire measures what it intends to measure. In this study, this was achieved by distributing the draft questionnaire to experts in the field and to the study supervisor to assess the relevance of the questionnaire items. With input from the in-house reviewers minor changes were made to ensure that the items were not ambiguous.

A pilot study or test is a "small scale version or trial run in preparation for a major study" (Simon, 2011, p. 1). Hence, in most cases, such a study can be used to try out the instrument that is to be used for research (Simon, 2011). Therefore, in this study in order to ensure that participants understand the wording and measurement of the questionnaire and to confirm that the process adopted is suitable, a pilot study was undertaken by administering the questionnaire to 9 employees (3 employees from each generation) in the target population using the same protocols as would be used in the final administration. Since the items proved suitable in terms of wording and construction, no changes or modifications were needed.

4.6 DATA ANALYSIS

In this study, both descriptive and inferential statistics is used for the analysis of data.

4.6.1 Descriptive Statistics

Sekaran and Bougie (2010, p. 437) define descriptive statistics as "statistics such as frequencies, the mean, and the standard deviation, which provide descriptive information about a particular set of data". Therefore, the aforementioned statistics will make use of frequencies, percentages, measures of central tendency and measures of dispersion.

4.6.1.1 Frequencies

Frequencies in simple terms refer to "the number of times various subcategories of a certain incidence occur, from which one can simply calculate the percentage and the cumulative percentage of their occurrence" (Sekaran & Bougie, 2010, p. 313). In this study, frequencies will be used to determine the number of participants that fall within the various categories of each biographical variable (age, generation, gender, race, position, tenure, education) respectively.

4.6.1.2 Measures of Central Tendency

The mean, the median and the mode are referred to as the three measures of central tendency. Hair et al. (2015, p. 310) define the mean as "the arithmetic average that is one of the most commonly used measures of central tendency". The median refers to "a measure of central tendency that is the midpoint; the value below which half the values in a distribution fall" (Zikmund, Babin, Carr & Griffin 2012, p. 415). The mode is defined as "the value that occurs most frequently in the data" (Manikandan, 2011, p. 214). In this study, the mean will be the key measure of central tendency when assessing the dimensions of the study (extrinsic values/rewards, an interesting and motivating work environment, learning and diversity, a flexible and efficient work environment, workplace fun and, constant growth and advancement in the workplace) respectively.

4.6.1.3 Measures of Dispersion

Hair et al. (2015, p. 313) point out that dispersion measures refer to "the tendency for sample responses to depart from the central tendency". Three dispersion measurements are the range, the variance and the standard deviation. The range refers to "the difference between the largest and the smallest observation in the data" (Manikandan, 2011, p. 315). Hair et al. (2015, p. 313) point out that the variance is "a unit of measurement that has been squared and is useful for describing the variability of the distribution, and is a good index of the degree of dispersion". Manikandan (2011, p. 315) describes the standard deviation as "the most commonly used measure of dispersion and is the square root of the sum of the squared deviation from the mean divided by the number of observations". In this study, the standard deviation will be the key measure of dispersion when assessing the dimensions of the study (extrinsic values/rewards, an interesting and motivating work environment, learning and diversity, a flexible and efficient work environment, workplace fun and, constant growth and advancement in the workplace) respectively.

4.6.2 Inferential Statistics

Collis and Hussey (2013, p. 261) refer to inferential statistics as "a group of statistical methods and models used to draw conclusions about a population from quantitative data relating to a random sample". Hence, this study will include the use of correlation, the Kruskal Wallis Anova test, the Mann-Whitney U test and the One-sample Kolmogorov-Smirnov test. All inferential statistics were interpreted at either the 1% or 5% level of significance.

4.6.2.1 Correlation

Correlation refers to "a measure of the direction and strength of association between two quantitative variables" (Collis & Hussey, 2013, p. 270). In this study, correlation will be used to assess if the sub-dimensions determining the integration of millennials in the workplace (extrinsic values/rewards, an

interesting and motivating work environment, learning and diversity, a flexible and efficient work environment, workplace fun and, constant growth and advancement in the workplace) significantly relate to each other.

4.6.2.2 Kruskal-Wallis test and Mann-Whitney U test

The Kruskal-Wallis test is "most frequently used when one nominal variable and one measurement variable exist, and the measurement variable does not meet the normality assumption of anova" (McDonald, 2009, p. 165). "It is the non-parametric analogue of a one-way anova" (McDonald, 2009, p. 165). A test that is the non-parametric analogue to the Student's t-test and is restricted to nominal variables with only two values is known as the Mann-Whitney U test (McDonald, 2009, p. 165).

4.6.2.3 Kolmogorov-Smirnov test

Guo, Wu, Lu and Wang (2011, p. 1050) define the Kolmogorov-Smirnov (K-S) test as "a non-parametric, goodness-of-fit testing method that is suitable for exploring the distributions of continuous random variables". Additionally, "the K-S test not only tests whether the probability distribution of a sample reveals significant differences from a reference probability distribution (named one-sample K-S test), but also whether there is significant difference between the distributions of two samples (referred to as a two-sample K-S test)" (Guo et al., 2011, p. 1050).

4.7 STATISTICAL ANALYSIS OF THE QUESTIONNAIRE

The psychometric properties of the questionnaire (both validity and reliability) will be statistically determined. For this study, validity will be calculated statistically by the use of Factor Analysis and reliability will be statistically assessed using Cronbach's Coefficient Alpha. This will ensure that the collected data is accurate and of good quality. The Factor Analysis is only computed when the Kaiser-Meyer-Olkin measure and the Bartlett's test of sphericity is conducted. The Kaiser-Meyer-Olkin (KMO) measure is used to determine the adequacy of the sample and to examine the appropriateness of factor analysis based on the sample characteristics. In this study, the Kaiser-Meyer-Olkin Measure of sampling adequacy (0.705) and the Bartlett's Test of Spherecity (1728.680; $p = 0.000$) were computed and respectively indicated suitability and significance.

4.7.1 Validity

According to Sydorenko (2012, p. 10), validity refers to "the degree to which a test is measuring what it purports to measure". Validity will be statistically assessed by using Factor Analysis. Collis and Hussey (2013, p. 276) indicate that "factor analysis is used to examine the correlation between pairs of variables measured on a rating scale". Additionally, the analysis "identifies sets of interrelated variables on the basis

that each variable in the set could be measuring a different aspect of some underlying factor" (Collis & Hussey, 2013, p. 276). Hence, Factor Analysis will be done to ensure that there is appropriateness of the questionnaire items and to confirm that it measures what it is intended to measure. In addition, in-house pretesting was undertaken to ensure that at face value, the questionnaire measures what it intends to measure.

4.7.2 Reliability

Reliability of a test can be defined as "a degree of how precisely the instrument measures a construct" (Sydorenko, 2012, p. 9). Hence, an instrument is said to be reliable if it measures the correct score of the construct without any inaccuracies (Sydorenko, 2012). Reliability will be statistically assessed using Cronbach's Coefficient Alpha. Cronbach's Coefficient Alpha is the most popular method used to calculate inter-item consistency reliability and is "one of the most commonly used tests for testing the internal reliability of multiple-item scales" (Collis & Hussey, 2013, p. 275). To test the inter-item consistency of the measure, this research will utilise Cronbach's coefficient alpha. Hence, the closer the coefficient is to 1, the greater the existence of internal consistency.

4.8 ETHICAL CONSIDERATIONS

Ethical clearance was requested from the University of KwaZulu-Natal's ethical review committee before any contact was made with participants. Participants were given informed consent forms to fill out once they indicated their interest in participating in the research study. Additionally, participation in the study was entirely voluntary. All information in relation to participants was handled with utmost confidentiality, and privacy was maintained. Finally, names of participants were not revealed and therefore, respondents remained anonymous.

4.9 CONCLUSION

In this chapter the sampling techniques used for the study, the method used for data collection, the analysis of data through the appropriate use of descriptive and inferential statistics together with validity and reliability were all discussed. In Chapter five, the results of the study will be presented using tabular and graphical presentations.

CHAPTER 5

PRESENTATION OF RESULTS

5.1 INTRODUCTION

A literature review was conducted on the key dimensions (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and, constant growth and development in the workplace) having the potential to influence the integration and management of millennials in the workplace. The methodology was planned and implemented and the data was obtained. The raw data was captured using the Excel spreadsheet and processed using SPSS version 22. In this chapter, the results will be presented using tabular and graphical presentations.

In each analysis, a holistic perspective of all employees, relating to the key dimensions of the study, is provided first and then a comparative analysis follows in terms of the different Generations, namely, Generation Ys, Generation Xers and Baby Boomers.

5.2 DESCRIPTIVE STATISTICS

The perceptions of employees regarding the successful integration and management of millennials in the 21st century workplace was assessed by asking employees to respond to various aspects relating to six key dimensions of the study (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and development in the workplace) respectively, using a 1 to 5 point Likert scale. The results were processed using descriptive statistics (Table 5-1).

Table 5-1

Descriptive Statistics: Key Dimensions of the Study

Dimension	Mean	95% Confidence Interval		Variance	Standard Deviation	Min.	Max.
		Lower Bound	Upper Bound				
Extrinsic Values/ Rewards	3.467	3.347	3.5869	0.336	0.5798	2.00	5.00
An Interesting and Motivating Work Environment	3.458	3.285	3.632	0.709	0.8419	1.00	5.00
Flexible and Efficient Work Environment	3.158	2.999	3.316	0.592	0.7693	1.00	5.00
Workplace Fun	3.611	3.482	3.739	0.390	0.6241	1.00	5.00
Learning and Diversity	3.673	3.520	3.826	0.550	0.7420	1.00	5.00
Constant Growth and Advancement in the Workplace	3.274	3.098	3.451	0.733	0.8564	1.00	5.00

From Table 5-1, it is evident that the key dimensions of the study having the potential to influence the integration and management of millennials in the workplace are viewed by employees from the various generations in varying degrees as follows in descending level of mean score values:

- Learning and diversity (Mean = 3.673)
- Workplace fun (Mean = 3.611)
- Extrinsic values/rewards (Mean = 3.467)
- An interesting and motivating work environment (Mean = 3.458)
- Constant growth and advancement in the workplace (Mean = 3.274)
- Flexible and efficient work environment (Mean = 3.158)

The varying views regarding the dimensions are depicted graphically in Figure 5-1.

Figure 5-1

Descriptive Statistics (Means): Key Dimensions of the study (All employees Combined)
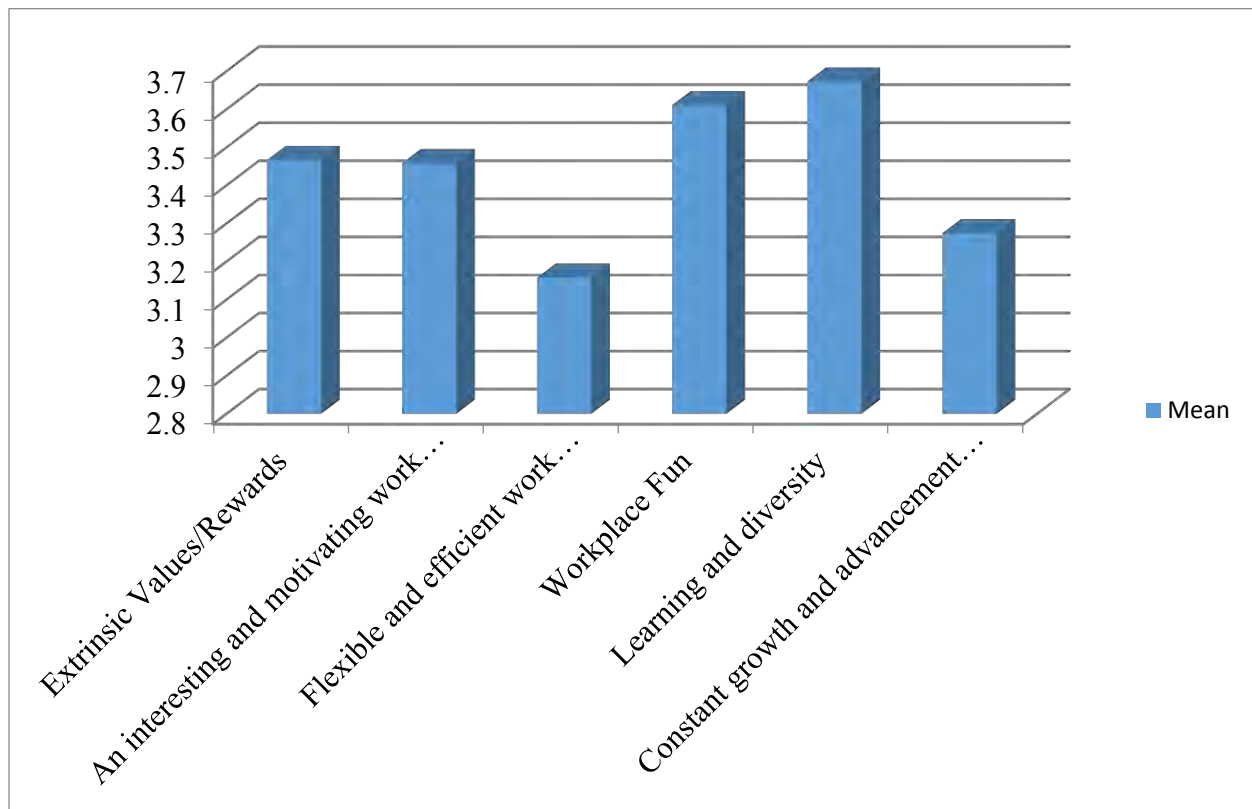
From Table 5-1 and Figure 5-1, it is evident that for each of the dimensions there exists room for improvement. In order to assess where the areas of improvement in each of the dimensions are needed, frequency analyses were undertaken.

With regards to extrinsic values/rewards, it is evident that 49.5% of the participants agreed and a further 25.8% strongly agreed that they feel secure that they will be able to work for the organisation as long as they do a good job. In addition, 61.3% of the participants agreed and a further 11.8% strongly agreed that their organisation maintains health benefits that compare well with other organisations in this area of work. However, 31.2% of the participants disagreed and a further 11.8% strongly disagreed that they are satisfied with the total compensation package they receive in comparison to what they could receive for similar work from another organisation in this area of work.

With regards to an interesting and motivating work environment, it is evident that 43.% of the participants agreed and a further 18.3% strongly agreed that they enjoy their current job because they find it challenging and 52.7% of the participants agreed and a further 7.5% strongly agreed that they have enough authority to

fulfill their job responsibilities. However, 15.1% of the participants disagreed and a further 6.5% strongly disagreed that they have sufficient freedom over how they decide or choose to do their job. In addition, 25.8% of participants disagreed and a further 4.3% strongly disagreed that they are involved in decision-making processes that may affect their work.

With regards to learning and diversity, 39.8% of the participants agreed and a further 11.8% strongly agreed that their organisation provides them with the opportunity to learn from more experienced professionals. In addition, 53.8% of the participants agreed and a further 6.5% strongly agreed that their organisation promotes/encourages teamwork in the workplace. Furthermore, 28% of the participants disagreed and a further 22.6% strongly disagreed that their organisation develops and advances employees without regard to their gender or racial, religious or cultural background. In addition, 29% of the participants disagreed and a further 11.8% strongly disagreed that their organisation provides them with a mentor for support and guidance towards career development and towards success within the workplace context.

With regards to a flexible and efficient work environment, 51.6% of the participants agreed and a further 25.8% strongly agreed that they believe that integrating technology into the workplace is essential for individual and organisational success, which takes place in their organisation. In addition, 64.5% of the participants agreed and a further 10.8% strongly agreed that they are easily able to balance the demands of their work and personal/family life. In addition, 14% of the participants disagreed and another 4.3% strongly disagreed that they have enough time away from their job to maintain adequate work and personal/family life balance. However, 17.2% of the participants disagreed and a further 4.3% strongly disagreed that within their organisation, the availability of up-to-date technology in the workplace played a significant role in providing them with greater flexibility and increased efficiency to accomplish their work tasks.

With regards to workplace fun, 46.2% of the participants agreed and another 23.7% strongly agreed that their job gives them the opportunity to be directly helpful to others. In addition, 64.5% of the participants agreed and a further 18.3% strongly agreed that they feel their job is worthwhile to society at large. However, 18.3% of the participants disagreed and another 7.5% strongly disagreed that their job gives them the opportunity to be creative.

With regards to constant growth and advancement in the workplace, 46.2% of the participants agreed and a further 16.1% strongly agreed that education and training in their job improved their career perspectives. In addition, 60.2% of the participants agreed and another 12.9% strongly agreed that education and training are fundamental aspects of their organisation's culture. However, 20.4% of the participants disagreed and

another 18.3% strongly disagreed that their organisation provided them with opportunities for career progression. Furthermore, 21.5% of the participants disagreed and a further 16.1% strongly disagreed that they were satisfied with the amount of recognition they received at work when they performed well or did a good job.

Having assessed the views of the combined generations, it became necessary to compare how the various generations view the dimensions having the potential to influence the integration and management of millennials in the workplace (Table 5-2).

Table 5-2

Descriptive Statistics: Key Dimension of the Study (Various Generations)

Dimension	Generation	N	Mean	Std. Dev.
Extrinsic Values/Rewards	Generation Y	32	3.453	0.6297
	Generation X	29	3.321	0.5709
	Baby Boomers	32	3.612	0.5146
An Interesting and Motivating Work Environment	Generation Y	32	3.113	0.8943
	Generation X	29	3.283	0.6153
	Baby Boomers	32	3.963	0.7397
Flexible and Efficient Work Environment	Generation Y	32	3.438	0.7210
	Generation X	29	2.950	0.6967
	Baby Boomers	32	3.066	0.8174
Workplace Fun	Generation Y	32	3.620	0.7412
	Generation X	29	3.490	0.4916
	Baby Boomers	32	3.711	0.6035
Learning and Diversity	Generation Y	32	3.479	0.8755
	Generation X	29	3.603	0.5983
	Baby Boomers	32	3.929	0.6579
Constant Growth and Advancement in the Workplace	Generation Y	32	3.433	0.9133
	Generation X	29	3.235	0.7561
	Baby Boomers	32	3.152	0.8850

From Table 5-2, it is evident that Baby Boomers are most convinced that their organisation offers extrinsic values/rewards, an interesting and motivating work environment, workplace fun and learning and diversity but were least convinced that the organisation offers constant growth and advancement. Furthermore,

Generation Ys were most convinced that their organisation provides a flexible and efficient work environment and opportunities for constant growth and advancement but were least convinced that their organisation provides an interesting and motivating work environment as well as learning and diversity. Like their age and generation, Generation Xers held the middle view on each of the dimensions except for being least convinced that their organisation provides a flexible and efficient work environment. These comparative results are graphically presented in Figure 5-2.

Figure 5-2

Differing views of the dimensions of the study by the various generations
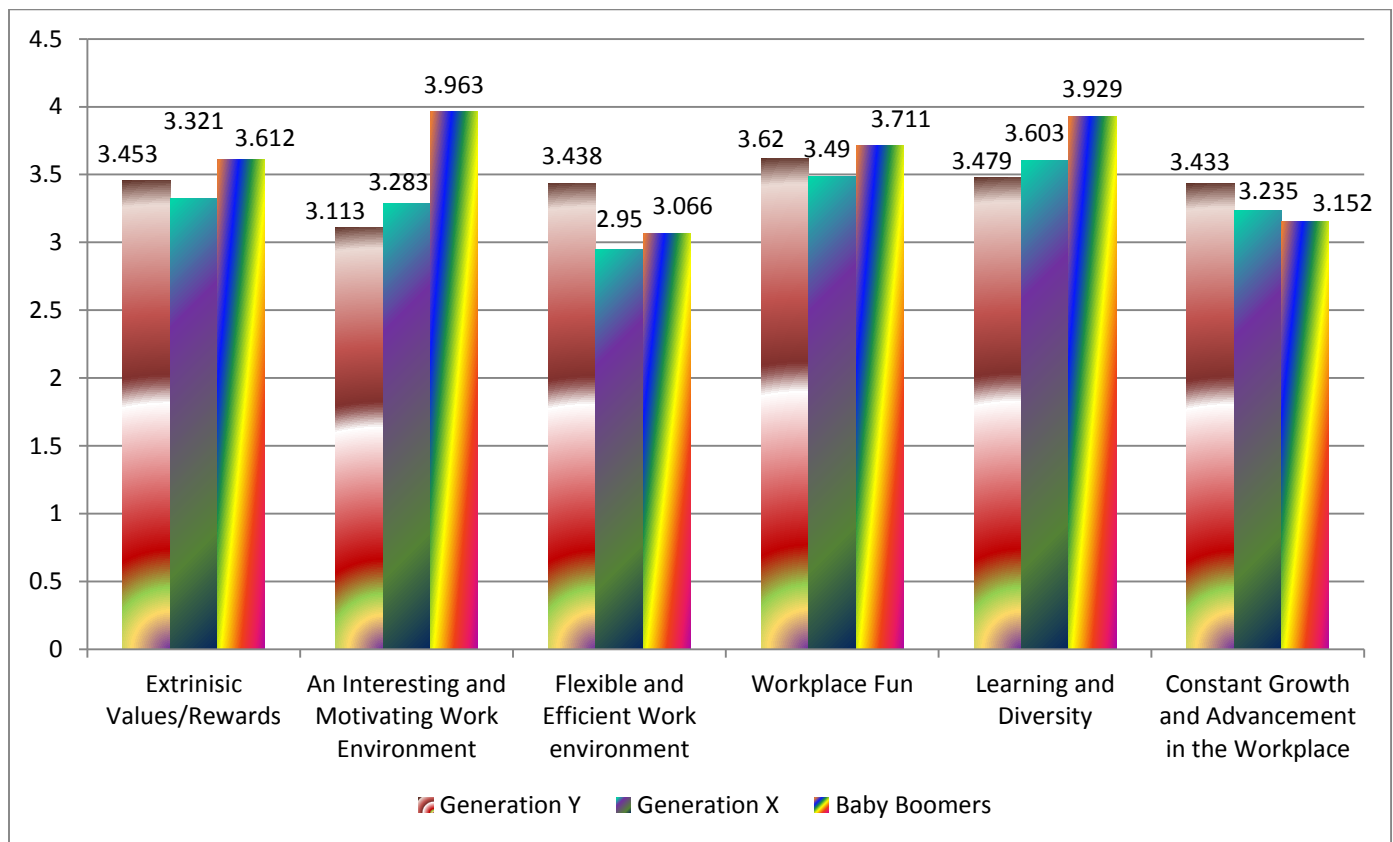
5.3 INFERENTIAL STATISTICS

Inferential statistics were used to test the hypotheses of the study.

5.3.1 Relationships amongst the 6 key dimensions of the study

Inferential statistics were computed on the 6 key dimensions of extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and

diversity and constant growth and development in the workplace. This served to enable the researcher to draw conclusions regarding the hypotheses of the study.

Hypothesis 1

There exist significant intercorrelations amongst the dimensions of extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and development in the workplace respectively (Table 5-3).

Table 5-3

Intercorrelations: Key dimensions of the study having the potential to influence the integration and management of millennials in the workplace

Dimension	r/p	Extrinsic Values/ Rewards	An Interesting and Motivating Work Environment	Flexible and Efficient Work Environment	Workplace Fun	Learning and Diversity	Constant Growth and Advancement in the Workplace
Extrinsic Values/ Rewards	r	1.000					
An Interesting and Motivating Work Environment	r	0.286	1.000				
	p	**0.005***					
Flexible and Efficient Work Environment	r	0.272	0.284	1.000			
	p	**0.008***	**0.006***				
Workplace Fun	r	0.355	0.530	0.454	1.000		
	p	**0.000***	**0.000***	**0.000***			
Learning and Diversity	r	0.264	0.646	0.320	0.454	1.000	
	p	**0.010***	**0.000***	**0.002***	**0.000***		
Constant Growth and Advancement in the Workplace	r	0.368	0.376	0.689	0.511	0.524	1.000
	p	**0.000***	**0.000***	**0.000***	**0.000***	**0.000***	

* p ≤ 0.01

Table 5-3 indicates that there exist significant intercorrelations amongst the dimensions of extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and, constant growth and development in the workplace respectively at the 1% level of significance. Therefore, hypothesis 1 may be accepted.

From Table 5-3, it is evident that a fairly strong relationship exists between an interesting and motivating work environment and learning and diversity (r = 0.646) and a moderate relationship exists between an interesting and motivating work environment and workplace fun (r = 0.530). A strong relationship also exists between a flexible and efficient work environment and constant growth and advancement in the workplace (r = 0.689).

5.3.2 Impact of biographical variables

The influence of the biographical variables of age, generation, gender, race, position, tenure, and education on the 6 key dimensions of the study (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and development in the workplace) respectively were evaluated using tests of differences (Kruskal-Wallis ANOVA and Mann-Whitney test).

Hypothesis 2

Employees varying in biographical profiles (age, generation, gender, race, position, tenure, education) differ significantly in their perceptions of the key dimensions of the study that determine the integration and management of millennials in the workplace (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and development in the workplace) respectively (Table 5-4 to Table 5-26).

Table 5-4

Kruskal-Wallis ANOVA Test: Dimensions of the Study and Age

Dimensions	Chi-Square	Df	p
Extrinsic Values/Rewards	11.161	4	0.025**
An Interesting and Motivating Work Environment	19.868	4	0.001*
Flexible and Efficient Work Environment	9.380	4	0.052
Workplace Fun	5.534	4	0.237
Learning and Diversity	6.787	4	0.148
Constant Growth and Advancement in the Workplace	4.233	4	0.375

$* \ p < 0.01$

$** \ p < 0.05$

The results of the Kruskal-Wallis Anova test in Table 5-4 indicate significant differences in the perceptions of employees varying in age regarding an interesting and motivating work environment and extrinsic values/rewards at the 1% and 5% levels of significance respectively. No other significant differences were noted. Hence, hypothesis 2 may only be partially accepted in terms of differences based on age. In order to understand where these differences lie, mean analyses were conducted (Table 5-5).

Table 5-5

Mean Analyses for dimensions based on Age

Dimensions	N	Age	Mean	Std. Deviation
Extrinsic Values/Rewards	15	21 – 26 years	3.745	0.75557
	17	27 – 32 years	3.196	0.34484
	18	33 – 38 years	3.215	0.59132
	11	39 – 44 years	3.494	0.51465
	32	45 years and above	3.612	0.51461
An Interesting and Motivating Work Environment	15	21 – 26 years	2.987	1.04051
	17	27 – 32 years	3.224	0.75790
	18	33 – 38 years	3.167	0.60682
	11	39 – 44 years	3.473	0.60843
	32	45 years and above	3.963	0.73966

With regards to extrinsic values/rewards, it is evident that employees varying in age differ significantly in terms of how they view this dimension. Table 5-5 reflects that younger employees, particularly those between 21 – 26 years placed the greatest importance on extrinsic values/rewards as compared to employees in other age groups. It can also be noted that employees aged 45 years and above also revealed a fairly high level of satisfaction with extrinsic values/rewards.

Furthermore, Table 5-5 indicates that employees who are 45 years and older were most satisfied that their organisation provides them with an interesting and motivating work environment but employees between 21 to 26 years were not totally convinced in this regard.

Age of participants were used to re-classify them into generations, whereby those 21 to 32 years were categorised as being Generation Ys, those 33 to 44 years were classified as Generation Xers and those 45 years and older were labelled as Baby Boomers. Differences between the Generations were also analysed (Table 5-6 and Table 5-7).

Table 5-6

Kruskal-Wallis ANOVA Test: Dimensions of the Study and Generation

Dimensions	Chi-Square	Df	p
Extrinsic Values/Rewards	3.096	2	0.213
An Interesting and Motivating Work Environment	18.556	2	0.000*
Flexible and Efficient Work Environment	8.744	2	0.013**
Workplace Fun	2.770	2	0.250
Learning and Diversity	6.304	2	0.043**
Constant Growth and Advancement in the Workplace	2.546	2	0.280

 * $p < 0.01$

** $p < 0.05$

The results of the Kruskal-Wallis Anova test in Table 5-6 indicate significant differences in the perceptions of employees from the different generations regarding an interesting and motivating work environment at the 1% level of significance. In addition, employees from the different generations differ significantly in their perceptions of a flexible and efficient work environment and, learning and diversity at the 5% level of significance respectively. No other significant differences were noted amongst employees from the different generations with regards to extrinsic values or rewards, workplace fun and constant growth and advancement in the workplace. Hence, hypothesis 2 may only be partially accepted in terms of differences

based on generations. In order to understand where these differences lie, mean analyses were conducted (Table 5-7).

Table 5-7

Multiple comparisons and Mean Analyses for dimensions based on Generation

Multiple Comparisons					
Dependent Variable	**(I) Age**	**(J) Age**	**Mean difference (I-J)**	**Std. Error**	**p**
An interesting and motivating work environment	Baby Boomers	Generation Y	0.850	0.19068	0.000*
		Generation X	0.680	0.19555	0.003*
Flexible and efficient work environment	Generation Y	Generation X	0.488	0.19189	0.044*
Learning and diversity	Baby Boomers	Generation Y	0.450	0.18105	0.050*
Dimensions		**N**	**Generation**	**Mean**	**Std. Deviation**
An Interesting and Motivating Work Environment		32	Generation Y	3.113	0.89434
		29	Generation X	3.283	0.61532
		32	Baby Boomers	3.963	0.73966
Flexible and efficient work environment		32	Generation Y	3.438	0.72100
		29	Generation X	2.950	0.69668
		32	Baby Boomers	3.066	0.81740
Learning and diversity		32	Generation Y	3.479	0.87554
		29	Generation X	3.603	0.59828
		32	Baby Boomers	3.929	0.65785

With regards to generation, Table 5-7 indicates that Baby Boomers are significantly different from Generation Y and Generations Xers in that the former were more convinced that the organisation is an interesting and motivating work environment. The mean analyses also reflect that employees in Generation Y are least convinced that their work environment is interesting and motivating. With regards to having a flexible and efficient work environment, employees from Generation Y were more convinced than all other employees, especially Generation Xers, that they have a flexible and efficient work environment. With regards to learning and diversity, Baby Boomers believed that they experience learning and diversity in their workplace. All other employees, especially Generation Ys expected a greater degree of learning and diversity.

Table 5-8

Mann-Whitney Test: Dimensions of the study and Gender

Dimensions	Mann-Whitney U	Z	p
Extrinsic Values or Rewards	890.000	-1.151	0.250
An interesting and Motivating Work Environment	859.000	-1.398	0.162
Flexible and Efficient Work Environment	994.000	-0.332	0.740
Workplace Fun	857.000	-1.414	0.157
Learning and Diversity	883.000	-1.208	0.227
Constant Growth and Advancement in the Workplace	987.500	-0.382	0.703

The results of the Mann-Whitney Test in Table 5-8 indicate that there are no significant differences in the perceptions of employees varying in gender regarding the 6 key dimensions of the study having the potential to influence the integration and management of millennials in the workplace respectively. Hence, hypothesis 2 may be rejected in terms of gender differences across all participants.

Male and female employees across the various generations were also compared to assess whether there are significant differences in their perceptions of the key dimensions of the study that determine the integration and management of millennials in the workplace (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and development in the workplace) respectively (Table 5-9).

Table 5-9

Kruskal-Wallis ANOVA Test: Dimensions of the study based on generation and gender

Dimension	Gender					
	Male			Female		
	Chi-square	df	P	Chi-square	df	p
Extrinsic Values or Rewards	6.322	2	0.042**	1.447	2	0.485
An interesting and Motivating Work Environment	11.285	2	0.004*	8.612	2	0.013**
Flexible and Efficient Work Environment	0.510	2	0.775	14.689	2	0.001*
Workplace Fun	5.477	2	0.065	4.459	2	0.108
Learning and Diversity	1.182	2	0.554	5.736	2	0.057
Constant Growth and Advancement in the Workplace	0.497	2	0.780	6.488	2	0.039**

 $* \ p < 0.01$

$** \ p < 0.05$

Table 5-9 indicates that there is a significant difference in the extent to which males from the various generations (Generations Ys, Generation Xers, Baby Boomers) believe that they work in an interesting and motivating work environment, at the 1% level of significance. Furthermore, there is a significant difference in extrinsic values or rewards between Generation Ys, Generation Xers and Baby boomers amongst the males at the 5% level of significance.

Table 5-9 also indicates that females from Generation Ys, Generation Xers and Baby Boomers differ significantly in the extent to which they believe they work in a flexible and efficient work environment, at the 1% level of significance. In addition, there is a significant difference in the extent to which females from the various generations (Generation Ys, Generation Xers, Baby Boomers) believe that they work in an interesting and motivating work environment and have constant growth and advancement in the workplace, at the 5% level of significance.

No other significant differences were noted. Hence, hypothesis 2 may only be partially accepted in terms of gender across the various generations (Generation Y, Generation X, Baby Boomers). In order to assess exactly where the aforementioned significant differences lie, mean rankings were compared (Table 5-10)

Table 5-10

Kruskal-Wallis Test: Key dimensions of the study – Gender across the Generations

Dimension	Generation	Gender			
		Male		Female	
		N	Mean Rank	N	Mean Rank
Extrinsic Values or Rewards	Generation Y	16	26.84		
	Generation X	19	22.50		
	Baby Boomers	21	35.19		
An interesting and Motivating Work Environment	Generation Y	16	20.94	16	17.19
	Generation X	19	24.74	10	13.50
	Baby Boomers	21	37.67	11	26.64
Flexible and Efficient Work Environment	Generation Y			16	26.56
	Generation X			10	11.70
	Baby Boomers			11	14.64
Constant Growth and Advancement in the Workplace	Generation Y			16	24.16
	Generation X			10	15.60
	Baby Boomers			11	14.59

From Table 5-10 it is evident that male Baby Boomers are most convinced that their organisation provides extrinsic values and rewards whilst male Generation Xers are most unhappy in this regard. Furthermore, male Baby Boomers are also most convinced that the organisation provides an interesting and motivating work environment whilst Generations Ys display distinct unhappiness in this regard.   Likewise, female Baby Boomers were more convinced than female Generation Ys and Xers respectively that their organisation provides an interesting and motivating work environment. Evidently, female Generation Xers were least satisfied with their work environment in terms of being interesting and motivating. It is also evident that females in all Generation categories are less convinced than their male counterpart in each generation that their work environment is interesting and motivating.

Table 5-10 also reflects that female Generation Ys are most happy with their work environment being flexible and efficient and providing opportunities for constant growth and advancement although female Baby Boomers and Generation Xers were not as satisfied with these.

Table 5-11

Kruskal-Wallis ANOVA Test: Dimensions of the study and Race

Dimensions	Chi-Square	Df	p
Extrinsic Values or Rewards	2.972	3	0.396
An interesting and Motivating Work Environment	9.130	3	0.028**
Flexible and Efficient Work Environment	11.553	3	0.009*
Workplace Fun	0.453	3	0.929
Learning and Diversity	4.341	3	0.227
Constant Growth and Advancement in the Workplace	4.307	3	0.230

* $p < 0.01$

** $p < 0.05$

The results of the Kruskal-Wallis Anova Test in Table 5-11 indicates that there exists significant differences in the perceptions of employees varying in race regarding a flexible and efficient work environment and an interesting and motivating work environment at the 1% and 5% levels of significance respectively. No other significant differences were noted. Hence, hypothesis 2 may only be partially accepted in terms of race across all participants. In order to understand where these differences lie, mean analyses were conducted (Table 5-12).

Table 5-12

Mean Analyses for dimensions based on Race

Dimensions	N	Race	Mean	Std. Deviation
An interesting and Motivating Work Environment	49	African	3.204	0.82411
	10	White	3.920	0.55936
	30	Indian	3.713	0.87769
	4	Coloured	3.500	0.25820
Flexible and efficient work environment	49	African	3.343	0.73258
	10	White	2.960	0.36271
	30	Indian	2.985	0.89473
	4	Coloured	2.675	0.35940

Table 5-12 indicates that White employees (Mean = 3.920) followed by Indian employees (Mean = 3.713) were more convinced that they have an interesting and motivating work environment as compared to African (Mean = 3.204) and Coloured employees (Mean = 3.5). On the other hand, African employees

expressed greater satisfaction that they have a flexible and efficient work environment as compared to the 3 other race groups.

The influence of race was also assessed across the various generations (Table 5-13).

Table 5-13

Kruskal-Wallis ANOVA Test: Dimensions of the study based on generation and race

Dimension	Race											
	African			White			Indian #			Coloured		
	Chi-square	df	P	Chi-square	Df	p	Chi-square	df	P	Chi-square	df	p
Extrinsic values or rewards	0.663	2	0.718	2.531	1	0.112	0.017	1	0.897	2.400	1	0.121
An interesting and motivating work environment	1.554	2	0.460	2.547	1	0.110	6.640	1	0.010*	2.400	1	0.121
A flexible and efficient work environment	3.092	2	0.213	1.738	1	0.187	2.166	1	0.141	2.400	1	0.121
Workplace Fun	1.301	2	0.522	0.497	1	0.481	1.700	1	0.192	0.600	1	0.439
Learning and Diversity	0.979	2	0.613	0.031	1	0.859	5.887	1	0.015**	0.000	1	1.000
Constant Growth and advancement in the workplace	0.037	2	0.982	2.531	1	0.112	0.188	1	0.665	0.600	1	0.439

* $p \leq 0.01$

** $p < 0.05$

There were no Indian Generation Ys in the sample

Table 5-13 indicates that there is a significant difference in the views of Indian Generation Xers and Baby Boomers regarding the extent to which their work environment is an interesting and motivating one and provides opportunities for learning and diversity, at the 1% and 5% levels of significance respectively. No other significant differences were noted. Hence, Hypothesis 2 may only be partially accepted in terms of race differences across the various generations. In order to determine where the significant differences lie, mean rankings were assessed (Table 5-14).

Table 5-14

Kruskal-Wallis Test: Key dimensions of the study – Race across the Generations

Dimension	Generation*	Indian	
		N	Mean Rank
An interesting and motivating work environment	Generation X	11	10.09
	Baby Boomers	19	18.63
Learning and Diversity	Generation X	11	10.45
	Baby Boomers	19	18.42

* There were no Indian Generation Ys in the sample

Table 5-14 indicates that Indian Baby Boomers were more convinced than Generation Xers with their work environment being interesting and motivating and ensuring learning and diversity.

Table 5-15

Kruskal-Wallis ANOVA Test: Dimensions of the study and Position

Dimensions	Chi-Square	Df	p
Extrinsic Values or Rewards	3.496	4	0.479
An interesting and Motivating Work Environment	16.063	4	0.003*
Flexible and Efficient Work Environment	7.600	4	0.107
Workplace Fun	5.208	4	0.267
Learning and Diversity	7.033	4	0.134
Constant Growth and Advancement in the Workplace	4.468	4	0.346

* $p < 0.01$

The results of the Kruskal-Wallis Anova test in Table 5-15 indicate significant differences in the perceptions of employees varying in position regarding having an interesting and motivating work environment at the 1% level of significance. No other significant results were noted. Hence, hypothesis 2 may be partially

accepted in terms of position for all participants. In order to assess where these significant differences lie, mean analyses were conducted (Table 5-16).

Table 5-16

Mean Analyses based on Position

Dimensions	N	Position	Mean	Std. Deviation
An interesting and Motivating Work Environment	10	Senior Level Manager	4.080	0.66800
	11	Middle Level Manager	3.896	0.69009
	11	Lower Level Manager	3.182	0.57588
	57	Employee	3.371	0.86535
	4	Other	2.700	0.73937

Table 5-16 indicates that senior level managers are most convinced that they have an interesting and motivating work environment as compared to employees in all other positions.

The influence of position was also assessed across the various generations (Table 5-17).

Table 5-17

Kruskal-Wallis ANOVA Test: Dimensions of the study based on generation and position

Dimension	Position														
	Senior Level Manager			Middle Level Manager			Lower Level Manager			Employee			Other		
	Chi-square	df	P	Chi-square	Df	P	Chi-square	df	p	Chi-square	df	p	Chi-square	df	p
Extrinsic values or rewards	0.047	1	0.828	0.063	2	0.969	0.682	2	0.711	1.615	2	0.446	0.200	1	0.655
An interesting and motivating work environment	2.794	1	0.095	4.776	2	0.092	2.218	2	0.330	6.711	2	0.035**	0.200	1	0.655
A flexible and efficient work environment	2.311	1	0.128	3.052	2	0.217	4.873	2	0.087	3.460	2	0.177	1.800	1	0.180
Workplace Fun	0.012	1	0.914	1.706	2	0.426	0.561	2	0.756	3.362	2	0.186	1.800	1	0.180
Learning and diversity	5.369	1	0.020**	1.817	2	0.403	2.192	2	0.334	1.791	2	0.408	0.889	1	0.346
Constant Growth and advancement in the workplace	0.112	1	0.737	2.799	2	0.247	3.544	2	0.170	1.935	2	0.380	1.800	1	0.180

$* p \leq 0.01$

$** p < 0.05$

Table 5-17 indicates that there is a significant difference in the perceptions of Senior Managers from the various generations (Generation Y, Generation X, Baby Boomers) regarding the extent of learning and diversity in the organisation, at the 5% level of significance. Furthermore, employees from the various generations (Generation Y, Generations X, Baby Boomers) differ significantly in the extent to which they believe their work environment is interesting and motivating, at the 5% level of significance. No other significant differences were noted. Hence, Hypothesis 2 may be partially accepted in terms of position amongst the various generations. In order to determine exactly where these significant differences lie, mean rankings were assessed Table 5-18).

Table 5-18

Kruskal-Wallis Test: Key dimensions of the study – Position across the Generations

Dimension	Generation*	Senior Level Manager		Employee	
		N	Mean Rank	N	Mean Rank
An interesting and motivating work environment	Generation Y			16	25.31
	Generation X			16	38.06
	Baby Boomers			25	25.56
Learning and diversity	Generation X	4	2.88		
	Baby Boomers	6	7.25		

* There were no Generation Ys in Senior Level Management

Table 5-18 indicates that whilst Generation X employees were extremely happy with their work environment being interesting and motivating, both Baby Boomers and Generations Ys did not share the same view as the former. Furthermore, as expected there were no Generation Ys at senior management level. However, Senior Level Baby Boomers were happier with learning and diversity in their work environment than Senior Level Generation Xers although the level of satisfaction in both generations was quite low.

Table 5-19

Kruskal-Wallis ANOVA Test: Dimensions of the study and Tenure

Dimensions	Chi-Square	Df	p
Extrinsic Values or Rewards	5.210	4	0.266
An interesting and Motivating Work Environment	15.317	4	0.004*
Flexible and Efficient Work Environment	15.507	4	0.004*
Workplace Fun	6.789	4	0.147
Learning and Diversity	13.365	4	0.010*
Constant Growth and Advancement in the Workplace	9.779	4	0.044**

* $p \leq 0.01$

** $p < 0.05$

The results of the Kruskal-Wallis Anova Test in Table 5-19 indicate that significant differences exist in the perceptions of employees varying in tenure regarding the dimensions having the potential to influence the integration and management of millennials (an interesting and motivating work environment, a flexible and efficient work environment, and learning and diversity) at the 1% level of significance. In addition, a significant difference in the perceptions of employees varying in tenure was noted regarding having constant growth and advancement in the workplace at the 5% level of significance. No significant differences were noted in terms of extrinsic values/rewards and having workplace fun across employees varying in tenure respectively. Hence, hypothesis 2 may only be partially accepted in terms of tenure for all participants. In order to assess where the significant differences lie, mean analyses were conducted (Table 5-20).

Table 5-20

Mean Analyses based on Tenure

Dimensions	N	Tenure	Mean	Std. Deviation
An interesting and Motivating Work Environment	10	Less than 1 year	3.820	0.55337
	24	2 – 5 years	3.083	0.99200
	16	6 – 10 years	3.075	0.50000
	21	11 – 20 years	3.676	0.70845
	22	More than 20 years	3.773	0.86818
Flexible and efficient work environment	10	Less than 1 year	3.940	0.58157
	24	2 – 5 years	3.183	0.69761
	16	6 – 10 years	2.788	0.73926
	21	11 – 20 years	3.226	0.74257
	22	More than 20 years	2.977	0.75083
Learning and Diversity	10	Less than 1 year	4.067	0.59427
	24	2 – 5 years	3.4100	0.96427
	16	6 – 10 years	3.365	0.61832
	21	11 – 20 years	3.849	0.56496
	22	More than 20 years	3.836	0.61670
Constant Growth and Advancement in the Workplace	10	Less than 1 year	3.814	0.65318
	24	2 – 5 years	3.427	0.93857
	16	6 – 10 years	2.973	0.83341
	21	11 – 20 years	3.286	0.82933
	22	More than 20 years	3.071	0.79801

From Table 5-20 it is evident that employees who are working in the organisation for less than a year are most convinced that they have an interesting and motivating work environment (Mean = 3.820), a flexible and efficient work environment (Mean = 3.940), learning and diversity (Mean = 4.067) and constant growth and advancement in the workplace (Mean = 3.184) as compared to all other employees with varying durations of tenure.

The influence of tenure was also assessed across the various generations (Table 5-21).

Table 5-21

Kruskal-Wallis ANOVA Test: Dimensions of the study based on generation and tenure

Dimension	Tenure														
	Less than 1 year			2 to 5 years			6 to 10 years			11 to 20 years			More than 20 years		
	Chi-square	df	p	Chi-square	df	P	Chi-square	Df	P	Chi-square	Df	P	Chi-square	df	p
Extrinsic values or rewards	1.684	2	0.431	1.743	2	0.418	4.375	2	0.112	0.548	2	0.760	1.567	1	0.211
An interesting and motivating work environment	5.494	2	0.064	0.550	2	0.760	3.752	2	0.153	10.266	2	0.006	0.395	1	0.529
A flexible and efficient work environment	3.813	2	0.149	1.296	2	0.523	4.383	2	0.112	0.524	2	0.770	0.335	1	0.563
Workplace Fun	1.814	2	0.404	2.374	2	0.305	2.832	2	0.243	1.834	2	0.400	0.002	1	0.962
Learning and diversity	1.204	2	0.548	2.407	2	0.300	2.104	2	0.349	7.165	2	0.028**	2.236	1	0.135
Constant Growth and advancement in the workplace	3.276	2	0.194	1.378	2	0.502	1.175	2	0.556	0.064	2	0.968	2.103	1	0.147

* $p \leq 0.01$
** $p < 0.05$

Table 5-21 indicates that employees with a tenure of 11 to 20 years in the organisation across the various generations (Generation Y, Generation X, Baby Boomers) differ significantly in their views of learning and diversity in the organisation. No other significant differences were noted. Hence, Hypothesis 2 may only be partially accepted in terms of tenure across the generations. In order to determine exactly where these significant differences lie, mean rankings were assessed Table 5-22).

Table 5-22

Kruskal-Wallis Test: Key dimensions of the study – Tenure across the Generations

Dimension	Generation	11 to 20 years	
		N	Mean Rank
Learning and diversity	Generation X	10	7.40
	Baby Boomers	11	26.19

* There were no Generation Ys with 11 to 20 years in the organisation

Table 5-22 reflects that in the absence of Generations Y with 11 to 20 years of experience in the organisation, 11 to 20 year tenured Baby Boomers are more convinced that learning and diversity occurs in the organisation than Generation Xers with the same amount of experience in the organisation.

Table 5-23

Kruskal-Wallis ANOVA Test: Dimensions of the study and Education

Dimensions	Chi-Square	Df	p
Extrinsic Values or Rewards	1.168	4	0.883
An interesting and Motivating Work Environment	4.863	4	0.302
Flexible and Efficient Work Environment	4.490	4	0.344
Workplace Fun	5.701	4	0.223
Learning and Diversity	12.005	4	0.017**
Constant Growth and Advancement in the Workplace	6.315	4	0.177

** $p < 0.05$

The results of the Kruskal-Wallis Anova Test in Table 5-23 indicate significant differences in the perceptions of employees varying in education regarding learning and diversity at the 5% level of significance. No other significant differences were noted. Hence, hypothesis 2 may be partially accepted in terms of education for all participants. In order to assess exactly where these differences lie in terms of tenure, mean analyses were conducted (Table 5-24).

Table 5-24

Mean Analyses based on Education

Dimensions	N	Education	Mean	Std. Deviation
Learning and Diversity	1	Grade 9	5.000	
	15	Grade 12	3.842	0.50111
	31	Diploma	3.511	0.60850
	26	Degree	3.581	1.00457
	19	Post-graduate Degree	3.921	0.52809

From Table 5-24 it is evident that employees with a Diploma were least convinced that they are working in an environment of learning and diversity. It must be noted that Grade 9 cannot be effectively analysed because there is only one employee in this category.

The influence of education was also assessed across the various generations (Table 5-25).

Table 5-25

Kruskal-Wallis ANOVA Test: Dimensions of the study based on generation and education

Dimension	Education											
	Grade 12			Diploma			Degree			Post-graduate Degree		
	Chi-square	Df	P	Chi-square	df	P	Chi-square	df	p	Chi-square	df	p
Extrinsic values or rewards	0.142	2	0.931	6.860	2	0.032**	0.972	2	0.615	2.914	2	0.233
An interesting and motivating work environment	1.502	2	0.472	2.458	2	0.293	11.195	2	0.004*	8.312	2	0.016**
A flexible and efficient work environment	4.430	2	0.109	4.739	2	0.094	0.335	2	0.846	2.938	2	0.230
Workplace Fun	2.711	2	0.258	4.034	2	0.133	4.334	2	0.115	2.187	2	0.335
Learning and diversity	1.703	2	0.427	0.004	2	0.998	3.485	2	0.175	7.118	2	0.028**
Constant Growth and advancement in the workplace	3.447	2	0.178	1.649	2	0.438	1.130	2	0.568	1.356	2	0.508

* $p \leq 0.01$

** $p < 0.05$

Table 5-25 indicates that employees with a diploma across the various generations (Generation Y, Generation X, Baby Boomers) differ significantly in their views of extrinsic values or rewards, at the 5% level of significance. Furthermore, employees with a degree from the various generations (Generation Y, Generation X, Baby Boomers) differ significantly in the extent to which they believe their work environment is interesting and motivating, at the 1% level of significance. A significant difference also exists amongst employees with a post-graduate degree from the various generations (Generation Y, Generation X, Baby Boomers) regarding the extent to which their work environment is an interesting and motivating one and provides for learning and diversity, at the 5% level of significance respectively. No other significant differences were noted. Hence, hypothesis 2 may only be partially accepted in terms of education levels across the various generations. In order to determine exactly where the significant differences lie, mean rankings were assessed (Table 5-26).

Table 5-26

Kruskal-Wallis Test: Key dimensions of the study – Education across the Generations

Dimension	Generation	Education					
		Diploma		Degree		Post-graduate Degree	
		N	Mean Rank	N	Mean Rank	N	Mean Rank
Extrinsic values or rewards	Generation Y	17	15.15				
	Generation X	9	12.44				
	Baby Boomers	5	25.30				
An interesting and motivating work environment	Generation Y			8	9.31	4	5.63
	Generation X			10	10.90	8	8.19
	Baby Boomers			8	20.94	7	14.57
Learning and diversity	Generation Y					4	6.50
	Generation X					8	7.94
	Baby Boomers					7	14.36

Table 5-26 indicates that Baby Boomer employees with a diploma were happy with extrinsic values or rewards offered by their organisation; however, both Generation Ys and Generation Xers did not share the same view as the former. Furthermore, Baby Boomer employees with a degree were most convinced that the organisation provides an interesting and motivating work environment, whilst Generation Ys and Generation Xers displayed distinct unhappiness in this regard. Table 5-26 also reflects that Baby Boomer employees with a post-graduate-Degree are most happy with their

environment being interesting and motivating and providing opportunities for learning and diversity, although it is evident that Generation Ys and Generation Xers were the least satisfied with these.

5.4 STATISTICAL ANALYSIS OF THE QUESTIONNAIRE

The psychometric properties of the questionnaire (validity and reliability) were evaluated statistically. Before the Factor Analysis was conducted, the Kaiser-Meyer-Olkin measure (0.705) and the Bartlett's test of Sphericity (1728.680; p = 0.000) were conducted which confirmed sampling adequacy, appropriateness and suitability respectively.

5.4.1 Validity

The validity of the self-developed questionnaire was evaluated using Factor Analysis (Table 5-27).

Table 5-27

Table 5-27

Validity of the measuring instrument: Factor Analysis

ITEM NO.	Component					
	1	2	3	4	5	6
B1	0.209	0.225	0.559	0.473	-0.073	-0.137
B2	0.164	0.258	0.322	0.535	0.269	-0.265
B3	0.033	0.143	0.379	0.429	-0.068	0.372
B4	0.142	-0.066	0.062	-0.426	0.002	0.047
B5	0.020	0.229	0.174	-0.053	0.081	0.792
B6	0.212	0.143	0.740	-0.294	0.284	0.172
B7	0.765	0.020	0.187	0.191	-0.003	-0.028
B8	0.690	-0.015	0.145	0.072	0.127	0.301
B9	0.586	0.053	0.355	-0.008	0.006	0.267
B10	0.751	0.133	-0.052	0.070	-0.046	0.251
B11	0.641	0.130	0.360	0.150	0.012	0.509
B12	-0.006	0.372	0.553	0.225	0.247	0.074
B13	-0.009	0.199	0.328	-0.064	0.728	0.034
B14	0.053	0.190	-0.155	0.210	0.820	0.035
B15	0.242	0.681	0.076	0.056	0.170	0.349
B16	0.099	0.673	0.150	0.206	0.129	0.136
B17	0.348	0.128	0.138	0.555	0.129	0.444
B18	0.611	0.064	-0.286	0.395	0.341	0.081
B19	0.501	0.087	0.059	0.592	0.325	0.178
B20	0.232	0.058	0.678	0.090	-0.125	0.201
B21	0.438	0.396	0.069	-0.174	0.065	0.065
B22	0.673	0.473	0.013	-0.008	-0.115	-0.104
B23	0.686	0.435	0.080	0.192	-0.219	-0.160
B24	0.710	0.326	0.138	-0.101	-0.007	-0.235
B25	0.515	0.459	0.119	0.137	-0.364	0.016
B26	0.784	0.137	0.063	-0.120	0.219	0.094
B27	0.684	0.308	0.197	0.103	0.008	-0.255

Table 5-27 (Continued)

Table 5-27 (Continued)

Validity of the measuring instrument: Factor Analysis

B28	0.275	0.484	0.293	0.033	0.316	0.251
B29	0.158	0.771	-0.044	-0.016	0.081	-0.008
B30	0.133	0.733	-0.006	0.073	0.066	-0.033
B31	0.016	0.658	0.113	0.193	0.428	0.128
B32	0.256	0.704	0.270	0.279	-0.081	0.027
B33	0.105	0.697	0.401	0.145	0.080	0.074
B34	0.270	0.529	0.134	0.572	-0.015	0.152
% of Total variance	19.47	16.11	8.60	7.62	6.78	6.10
Eigen Value	6.621	5.476	2.925	2.592	2.305	2.075

Table 5-27 indicates that 13 items load significantly on Factor 1 and account for 19.47% of the total variance. Five items relate to an interesting and motivating work environment, 2 items relate to a flexible and efficient work environment and 6 items relate to workplace fun. Since the majority of the items relate to workplace fun, Factor 1 may be labeled as *workplace fun*.

Table 5-27 indicates that 8 items load significantly on Factor 2 and account for 16.11% of the total variance. Two items relate to learning and diversity and 6 items relate to constant growth and advancement in the workplace. Since the majority of the items relate to constant growth and advancement in the workplace, Factor 2 may be labeled as *constant growth and advancement in the workplace*.

Table 5-27 indicates that 4 items load significantly on Factor 3 and account for 8.60% of the total variance. Two items relate to extrinsic values and rewards, 1 item relates to learning and diversity and 1 item relates to a flexible and efficient work environment. Since the majority of the items relate to extrinsic values and rewards, Factor 3 may be labeled as *extrinsic values and rewards*.

Table 5-27 indicates that 4 items load significantly on Factor 4 and account for 7.62 % of the total variance. One item relates to extrinsic values and rewards, 2 items relate to a flexible and efficient work environment and 1 item relates to constant growth and development in the workplace. Since the majority of the items relate to a flexible and efficient work environment, Factor 4 may be labeled as *a flexible and efficient work environment*.

Table 5-27 indicates that 2 items load significantly on Factor 5 and account for 6.78% of the total variance. Both items relate to learning and diversity and hence, Factor 5 may be labeled as *learning and diversity*.

Table 5-27 indicates that 2 items load significantly on Factor 6 and account for 6.10% of the total variance. One item relates to extrinsic values and rewards and 1 item relates to an interesting and motivating work environment. The remaining dimension is *an interesting and motivating work environment*; hence, Factor 6 is labelled likewise.

5.4.2 Reliability

The reliability of the self-developed measuring instrument was evaluated using Cronbach's Coefficient Alpha (Table 5-28).

Table 5-28

Reliability of the measuring instrument: Cronbach's Coefficient Alpha

Cronbach's Coefficient Alpha	0.930

The greater the coefficient alpha value is to 1, the higher is the reliability or inter-item consistency. Table 5-28 indicates that the measuring instrument has a very high level of inter-item consistency (Cronbach's Coefficient Alpha = 0.930). The item loadings for the questionnaire range from 0.926 to 0.935.

The reliability for each of the dimensions relating to successfully integrating millennials in the workplace were also assessed (Table 5-29 to 5-34).

Table 5-29

Cronbach's Coefficient Alpha: Extrinsic Values/Rewards

Cronbach's Coefficient Alpha			0.580
Item-Total Statistics			
Item No.	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**
B1	17.67	8.446	0.483
B2	17.99	8.926	0.375
B3	17.09	10.005	0.390
B4	17.37	11.395	0.028
B5	16.98	10.123	0.257
B6	17.12	9.368	0.455

Table 5-29 indicates that the items measuring extrinsic values/rewards have more than a moderate level of inter-item consistency (Cronbach's Coefficient Alpha = 0.580). The item reliabilities range from 0.454 to 0.661.

Table 5-30

Cronbach's Coefficient Alpha: An interesting and motivating work environment

Cronbach's Coefficient Alpha			0.859
Item-Total Statistics			
Item No.	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**
B7	13.79	12.100	0.601
B8	14.03	11.410	0.716
B9	13.95	12.275	0.602
B10	13.70	11.944	0.709
B11	13.89	11.766	0.766

Table 5-30 indicates that the items measuring an interesting and motivating work environment have a high level of inter-item consistency (Cronbach's Coefficient Alpha = 0.859). The item reliabilities range from 0.809 to 0.850.

Table 5-31

Cronbach's Coefficient Alpha: Learning and Diversity

Cronbach's Coefficient Alpha			0.717
Item-Total Statistics			
Item No.	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**
B12	12.30	9.943	0.525
B13	12.30	10.797	0.396
B14	13.04	9.301	0.400
B15	12.46	9.172	0.557
B16	12.88	9.344	0.526

Table 5-31 indicates that the items measuring learning and diversity have a strong level of inter-item consistency (Cronbach's Coefficient Alpha = 0.717). The item reliabilities range from 0.635 to 0.709.

Table 5-32

Cronbach's Coefficient Alpha: Flexible and efficient work environment

Cronbach's Coefficient Alpha			0.675
Item-Total Statistics			
Item No.	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**
B17	14.68	6.176	0.574
B18	14.33	6.831	0.515
B19	14.57	5.889	0.598
B20	14.14	7.631	0.278
B21	14.68	7.300	0.236

Table 5-32 indicates that the items measuring a flexible and efficient work environment have more than a moderate level of inter-item consistency (Cronbach's Coefficient Alpha = 0.675). The item reliabilities range from 0.540 to 0.717.

Table 5-33

Cronbach's coefficient Alpha: Workplace fun

Cronbach's Coefficient Alpha			0.881
Item-Total Statistics			
Item No.	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**
B22	18.12	14.700	0.758
B23	18.22	14.290	0.752
B24	18.03	14.783	0.723
B25	18.09	14.696	0.658
B26	18.43	13.975	0.653
B27	18.71	13.277	0.662

Table 5-33 indicates that the items measuring workplace fun have a very high level of inter-item consistency (Cronbach's Coefficient Alpha = 0.881). The item reliabilities range from 0.851 to 0.870.

Table 5-34

Cronbach's Coefficient Alpha: Constant growth and advancement in the workplace

Cronbach's Coefficient Alpha			0.876
Item-Total Statistics			
Item No.	**Scale Mean if Item Deleted**	**Scale Variance if Item Deleted**	**Corrected Item-Total Correlation**
B28	19.51	28.053	0.596
B29	19.30	29.389	0.549
B30	19.46	27.451	0.610
B31	20.05	25.564	0.674
B32	19.86	24.724	0.749
B33	19.70	26.544	0.754
B34	20.05	26.030	0.678

Table 5-34 indicates that the items measuring constant growth and advancement in the workplace have a very high level of inter-item consistency (Cronbach's coefficient alpha = 0.876). The item reliabilities range from 0.845 to 0.871.

5.5 QUALITATIVE ANALYSIS

Qualitative data was analysed using content analysis (Table 5-35 and Table 5-36).

Table 5-35

Qualitative Analyses: Perceptions of contribution to organisational growth and success

Generation	Perceptions of contribution to organisational growth and success
Generation Y (Millennials)	**Technology** ❖ Upgrading of technology within the organisation. ❖ As millennials we possess the ability to initiate modern technological means in the workplace. Information Technology is imperative. ❖ Embracing technological methods of service delivery. ❖ Allowing the organisation more exposure to technology to boost swift organisational growth. As millennials we are more knowledgeable when it comes to technology.
	Innovation and Creativity ❖ The need for creativity. ❖ The need to embrace and allow innovative ideas. ❖ Introduction of innovative perspectives on age-old problems. ❖ The need to embrace new knowledge and skills that we bring into the organisation as millennials.
	Productivity and Efficiency ❖ The need for an increase in the level of productivity in a short span of time. ❖ Introduction of effective and efficient customer service within our organisation.
	Learning, Diversity and Career Opportunities ❖ The importance for every employee to be given equal learning opportunities. ❖ Embracing diversity in our work environment and new methods of doing things. ❖ As millennials we have should have control over our own career paths.

Table 5-35 (Continued)

Qualitative Analyses: Perceptions of contribution to organisational growth and success

Generation	Perceptions of contribution to organisational growth and success
Generation Y (Millennials)	**Flexibility, efficiency and task accomplishment** ❖ As millennials, we are the technology driven generation of today, bringing simplicity to our working environment; however, this does not hinder us from performing our tasks excellently. ❖ Allowing flexibility for the accomplishment of tasks.
	Emotional Intelligence, Accountability and Hard Work ❖ The need for emotional intelligence within the organisation. ❖ The need and importance for accountability. ❖ The importance of hard work.
Generation X	**Knowledge and Experience** ❖ As Generation X, we possess institutional knowledge and experience. ❖ As Generation X, we possess experience/knowledge over the years. ❖ We understand the importance of knowledge sharing in the workplace.
	Skills and Talent ❖ We have negotiation skills. ❖ The contribution of our skills and talents that are beneficial in the workplace.
	The Use of Technology ❖ Adopting the use of new technology in our organisation to improve on outdated paper practices. ❖ The importance of embracing new technology to work smarter, rather than harder.
	Accountability and Responsibility ❖ Accountability. ❖ The importance of taking responsibility for the tasks that are assigned to us.
	Communication and Customer Service within the Organisation ❖ The importance of excellent service delivery to our customers. ❖ The need for direct communication between people in the organisation.

Table 5-35 (Continued)

Qualitative Analyses: Perceptions of contribution to organisational growth and success

Generation	Perceptions of contribution to organisational growth and success
Baby Boomers	**Work Ethics** ❖ A work ethic which makes one behave as though the organisation were their very own business contributes to organisational growth and success. ❖ Being committed to one's work. ❖ Having a positive attitude in the workplace. ❖ Honesty, commitment, perseverance and self-learning all play a role in contributing to organisational growth and success. ❖ Dedication and professionalism from every employee in the workplace. ❖ Performing work tasks timeously and efficiently. ❖ Working together through teamwork and communication which is key for achievement of goals, in turn contributing to organisational growth and success.
	Experience and Knowledge ❖ Our generation possesses experience gathered over the years resulting in productivity in the workplace. ❖ Experience and knowledge acquired over the years makes a positive contribution to the growth and success of the organisation.
	Technology Advancement ❖ Being technologically advanced as an organisation in order to provide a better service to our customers. ❖ Introduction of modern technology in the workplace. ❖ Resistance to technology change within the organisation.
	Motivation and Growth and Learning Opportunities ❖ All employees being afforded opportunities to grow and learn in the workplace. ❖ Motivation of employees is important in achieving organisational growth and success.

Table 5-36

Qualitative Analyses: Challenges faced in the organisation

Generation	Challenges faced in the organisation
Generation Y (Millennials)	**Politics and Socio-Economic Challenges** ❖ There is a challenge of political influence within the organisation. The misuse of resources and funds to satisfy political interests. ❖ Failure to address social challenges. ❖ Macro-economic challenges.
	Response to Change and Creativity ❖ The organisation is slow when it comes to implementing change and taking action. ❖ There is resistance to change. ❖ A lack of creativity. ❖ The organisation does not embrace change which makes it difficult for us as young people to bring about creative solutions to solve problems. ❖ Due to the fear of change by other generations, our generation (millennials) is faced with the challenge of bringing change to the organisation. ❖ The elderly people (seniors) within the organisation are not willing to change the old system; hence, there is a lack of updated computer systems and technology.
	Senior Management and Leadership ❖ Some supervisors within the organisation are not supportive and more training is required for staff to grow. ❖ There is a lack of mentorship from the seniors in the organisation. ❖ Management is not willing to implement or even listen to new innovations from us (millennials). Focus is placed on how things/tasks were done in the past. ❖ The boasting of seniors that there is only one way that work/things are done in the organisation.

Table 5-36 (Continued)

Qualitative Analyses: Challenges faced in the organisation

Generation	Challenges faced in the organisation
Generation Y (Millennials)	**Opportunities to learn and grow in the organisation** ❖ There is less trust/belief in non-experienced young professionals since it is clearly visible that positions are still held by older people in the organisation who are in their late fifties. ❖ Opportunities to learn should also be given to us as the young generation which will help us in gaining work experience and further enable us to grow and advance in our careers, since we are willing to learn. ❖ As the young generation, we do not get respect from the older generation in the organisation.
	Race and Gender issues ❖ Being the minority in terms of race (coloured) is a challenge and thus makes it difficult to move to better job prospects within my organisation. ❖ Being constantly looked down upon just because I am a young woman is a great challenge.
	Accomplishment of work tasks ❖ We may not have enough work experience to enable us to make work related decisions. ❖ Individuals who have been in the organisation for years tend to think of the young generation as being less capable to do assigned job tasks. ❖ Work is not accomplished timeously by other individuals which affects the submission of our own work in record time. ❖ The undermining of our ability to do work.

Table 5-36 (Continued)

Qualitative Analyses: Challenges faced in the organisation

Generation	Challenges faced in the organisation
Generation Y (Millennials)	**Challenges with the older generation** ❖ The older generation tend to treat us (younger generation) like children. ❖ Working with older people is very difficult, especially when it comes to their knowledge levels as well as the types of methods they adopt to accomplish work-related tasks (which prove to be time-consuming). ❖ As Generation Y, we face pressure from the older generation. ❖ Another challenge we face as millennials is working with and leading older people who still believe that things should be done the same way they were done so many years ago. **The Work Environment and Recognition** ❖ The workplace does not provide a flexible, interesting and motivating work environment. ❖ No matter how educated we are as the young generation, our organisation does not recognise this, which is very demotivating.
Generation X	**Individual and Organisational growth** ❖ Lack of individual and organisational growth. ❖ Little or no change in organisational growth and procedures. **Innovation and Technology** ❖ Innovation within the organisation is not encouraged. ❖ Adapting to the use of new technology is a challenge. ❖ The older generation (Baby Boomers) tend to do things using old methods which are not always the best and most efficient approach. This may be because most of the older generation fears change. **Employment Equity** ❖ Opportunities afforded within the organisation are not fair and equal. ❖ There is need for employment equity within the organisation. ❖ It is very sad that the Employment Equity Plan rules out certain groups of people, hence these individuals do not have equal access to opportunities like the others. ❖ Little or no change in relation to fairness and equality within in the organisation.

Table 5-36 (Continued)

Qualitative Analyses: Challenges faced in the organisation

Generation	Challenges faced in the organisation
Generation X	**Recognition of employees' efforts and ideas** ❖ Employees' efforts not being recognised and their views/ideas not being heard or valued. ❖ Employers don't value employees' ideas that can improve the quality of work that is produced.
	Lack of remuneration benefits/rewards and Promotion Opportunities ❖ It is a challenge to keep young employees in one position for a long period of time due to the existence of low pay scales that the organisation pays. ❖ A lack of salary benefits. ❖ Lack of promotion opportunities within the organisation.
	Employee motivation and involvement ❖ Lack of motivation from senior management. ❖ Employees are not involved in the decision-making process. ❖ Our organisation is still controlled or run by certain individuals. Every senior manager wants to prove a point. Even though meetings are held, these are really dictatorship meetings where matters are simply imposed and not open for any form of discussion.
	Work Ethic, Respect and Communication ❖ A lack thereof of a good work ethic and productivity levels. ❖ Disrespect and a lack of communication within the organisation.
Baby Boomers	***Advancement and learning opportunities for the older generation*** ❖ Being from the oldest generation, further advancement on our part is ignored. ❖ As the older generation, we are not given opportunities or challenged to learn new things, not even opportunities to further our studies.

Generation	Challenges faced in the organisation
Baby Boomers	**Work efficiency and productivity** ❖ A lack of passion and commitment to Local Government and work ethic. ❖ There is a lack of enthusiasm for work. ❖ Challenges to perform work efficiently and timeously within the organisation. ❖ The lack of time consciousness within the organisation. ❖ Reduced productivity due to lack of policies in respect of the use of technology in the workplace.
	Information Technology and Wastage of Resources ❖ Staff spending more time on social media, cellphones and internet for personal use. ❖ Information Technology and the use of cell phones and social media on the job as well and high levels of absenteeism. ❖ Wastage of resources, i.e., human, capital and operating resources.
	Recognition and Rewards ❖ Not enough acknowledgement of a job well done from seniors. ❖ No monetary rewards and no fun things arranged for employees to do. ❖ The best individuals want to work for an organisation that shares the same spirit they have and talented people desire to be part of a greater purpose within any organisation.
	Effectiveness within the organisation as the older generation ❖ As the older generation, we are really conscientious when it comes to competence and effectiveness in performing our tasks. ❖ As the older generation, we are not respected or acknowledged for the experience we have accumulated over the years.
	Conflict of Interests within the Organisation ❖ Employees seem to be unable to understand conflict of interest issues and, hence, engage in work with the municipality and/or private work simultaneously.

Table 5-36 (Continued)

Qualitative Analyses: Challenges faced in the organisation

Generation	Challenges faced in the organisation
Baby Boomers	**Responsibility, Accountability and Strategic Leadership** ❖ There is a lack of responsibility and accountability. ❖ A lack of strategic leadership within the organisation.
	The Employment Equity Act and Competence ❖ The implementation of the Employment Equity Act as a numbers game rather than ensuring skilled and competent people who are employed to do the job.
	Communication and Racial Stereotyping ❖ Poor communication skills. ❖ Racial stereotyping.

5.6 CONCLUSION

In this chapter results were presented using tabular and graphical representations. However, results are meaningless unless they are compared and contrasted with the findings of other researchers in the field. Hence, Chapter six will compare and contrast the results of the study with the findings of other researchers in the field.

CHAPTER 6

DISCUSSION OF RESULTS

6.1 INTRODUCTION

The previous chapter presented results on the key dimensions (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace) having the potential to influence the integration and management of millennials in the workplace. Results were processed using both descriptive and inferential statistics and presented using tabular and graphical presentations. In this chapter, these results will be compared and contrasted with findings of other researchers in the field.

6.2 CHARACTERISTICS, WORKPLACE EXPECTATIONS AND VALUES OF ALL EMPLOYEES (INCLUDING MILLENNIALS)

From the results of the study, it is evident that the employees in this public sector department place greatest emphasis on learning and diversity, followed by workplace fun and extrinsic values/rewards respectively. Generational diversity results in the sharing of mutual principles between populations of different generational groups, which, in turn, provides a rich opportunity for teaching and training within the workplace (Hendricks & Cope, 2013). In the study, it was also found that a flexible and efficient work environment surfaced as the least important dimension. However, cognisance must be given to the fact that it still weighted fairly in terms of importance.

Houston (2005) indicates that a Work-life Balance 2 survey revealed a significant amount of support from employees and employers in relation to their attitudes towards work-life balance. Results indicate that 94% of employers and 95% of employees were of the belief that "individuals work best when they can balance their work and other aspects of their lives" (Houston, 2005, p. 3). Therefore, Spiro (2006) suggests that providing employees with a certain amount of flexibility to balance family life, educational pursuits, leisure and communal activities, in most cases results in increased performance levels for employees and high retention rates for employers.

An analysis of each of the dimensions of the study for all employees including millennials will be presented.

6.3 LEARNING AND DIVERSITY

It is evident that the greatest attention focused on learning and diversity. It was found that 53.8% of the participants agreed and a further 6.5% strongly agreed that their organisation promotes/encourages teamwork in the workplace. In relation to learning and diversity, Bennett et al. (2012) points out that a team-based approach to work and collaborative methods of work, in essence, function to promote a teaching and shared learning environment, whereby all individuals from diverse generational groups are empowered to learn from each other.

Learning and diversity significantly correlates with extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, constant growth and advancement in the workplace and workplace fun respectively. A strong correlation is evident between learning and diversity and an interesting and motivating work environment. The different generations also differ in their perceptions of learning and diversity in the workplace. The results reveal that Baby Boomers and Generation X are more convinced that the organisation provides an environment of learning and diversity than Generation Y. Similarly, Bova and Kroth (2001) point out that Generation X employees place great emphasis on organisations that provide a continuous learning environment, which in turn, makes their work continuously stimulating.

In this study, Baby Boomers and Generation X believed that their organisation promotes/encourages teamwork in the workplace, that the organisation they work for makes it easy for individuals from diverse backgrounds to fit in and be accepted and that in their organisation, employees are developed and advanced without regard to their gender, racial, religious, or cultural background. Baby Boomers also believed that their organisation provides them with the opportunity to learn from more experienced professionals and that their organisation provides them with a mentor for support and guidance towards career development and towards success within the workplace context. Marcinkus Murphy (2012) indicates that with the debut of millennials into the 21st century workplace, the concept of reverse mentoring is becoming increasingly prevalent with the pairing of young, junior and older, senior employees who learn from each other, generally with the former learning job-related skills and competencies and the latter benefitting in terms of technological know-how.

6.4 WORKPLACE FUN

The second most important dimension was identified as workplace fun. Choi, Kwon and Kim (2013) state that fun in the workplace consists of intentionally planned fun events that serve to strongly influence employees' attitudes and levels of productivity. The results of the current study indicate that 64.5% of the participants agreed and a further 18.3% strongly agreed that they feel their job is

worthwhile to society at large. According to Karl, Peluchette, Hall-Indiana and Harland (2005), workplace fun was identified by employees in all three sectors (public, non-profit and private) as significant, desirable and resulting in positive outcomes.

In the current study, workplace fun significantly correlates with extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, learning and diversity and constant growth and advancement in the workplace respectively. A moderate correlation is evident between workplace fun and an interesting and motivating work environment.

The results presented reveal that Baby Boomers believe that their organisation provides them with the opportunity to have fun in the workplace whilst engaging in their work tasks. However, contrary to these findings, Lamm and Meeks (2009, p. 616) point out that "Baby Boomers are go-getters who possess a strong-minded nature; hence, their concerns in relation to the content of work and material gain disputes the perception of workplace fun". Generation Y also agreed with fun opportunities being available in the workplace, though to a lesser degree. However, Generation X desired more opportunities for fun in the workplace. Similarly, Everett (2011, p. 4) found that "Generation X employees desire a balance between work and play; hence they have a tendency to value fun, informality and creativity".

Therefore, Baby Boomers and Generation Y were convinced that they had a good sense of what made their work meaningful, that they had discovered work that was meaningful and had a satisfying purpose and that they felt their job was worthwhile to society at large. Additionally, they believed that their job gave them the opportunity to be directly helpful to others, that they found their current job fun and interesting and that their job gave them the opportunity to be creative.

6.5 EXTRINSIC VALUES/REWARDS

Extrinsic values/rewards was rated as the third most important dimension. The results reflect that 61.3% of the participants agreed and a further 11.8% strongly agreed that their organisation maintains health benefits that compare well with other organisations in this area of work. Friedell, Puskala, Smith and Villa (2011) revealed that Generation Y individuals place more value on extrinsic rewards (noticeable job aspects including salary and benefits) in comparison to their counterparts, the Baby Boomers and Generation Xers.

In the current study, extrinsic values/rewards significantly correlates with an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace respectively. The different generations did not

hold significantly different views with regards to extrinsic values/rewards in the workplace. However, mean analyses reflect that Baby Boomers and Generation Y (to a lesser degree) were convinced that extrinsic values/rewards were taken into consideration in their organization, whilst Generation X were the least convinced that suitable extrinsic values/rewards are offered within their organization. Yu and Miller (2005) pointed out that money and recognition are strong motivators for Baby Boomers. In addition, Twenge (2010) found out that work values define the outcomes employees desire and expect through work and they are inspired by actions and results they value; hence, if these are not realised, they run counter to the values approach to motivation.

Hence, Baby Boomers and Generation Y were of the belief that their organisation maintained salary levels that compared well with other organisations in the same area and that they were satisfied with the total compensation package they received in comparison to what they could receive for similar work from another organisation in the same area of work. In addition, they were convinced that their organisation maintained health benefits that compared well with other organisations in the same area of work, felt secure they would be able to work for the organisation as long as they did a good job and believed that their job offered them a reasonably predictable and secure future.

6.6 AN INTERESTING AND MOTIVATING WORK ENVIRONMENT

An interesting and motivating work environment was rated the fourth by employees in terms of its importance. The results indicate that 52.7% of the participants agreed and a further 7.5% strongly agreed that they have enough authority to fulfill their job responsibilities. According to Sullivan, Forret, Carraher and Mainiero (2009, p. 295), "challenging work is important to individuals regardless of their generation". Furthermore, Mencl and Lester (2014) indicate that a challenging job is listed as one of the fundamental 10 workplace components when deciding on the best employers to work for.

An interesting and motivating work environment significantly correlates with extrinsic values and rewards, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace respectively. The different generations had different opinions in relation to an interesting and motivating work environment. Baby Boomers were the most convinced that their organisation provided them with an interesting and motivating work environment, whilst Generation X and Generation Y were the least convinced that their organisation provided them with an interesting and motivating work environment.

Furthermore, Baby Boomers pointed out that they enjoyed their current job because they found it challenging, that they were involved in decision-making processes that might affect their work, and that they had sufficient freedom or autonomy over how they decided or chose to do their job.

Additionally, Baby Boomers mentioned that their job gave them the opportunity to decide independently on how to go about performing their work tasks and that they had enough authority to fulfill their job responsibilities.

6.7 CONSTANT GROWTH AND ADVANCEMENT IN THE WORKPLACE

Constant growth and advancement was ranked the fifth most important dimension by employees. The results reflect that 60.2% of the participants agreed and another 12.9% strongly agreed that education and training are fundamental aspects of their organisation's culture. According to McCrindle (2006, p. 21), "the key to remaining relevant in changing times is ongoing training, which will keep employees effective (especially Generation Y) in their present-day career but also employable for their prospective careers".

Constant growth and advancement in the workplace significantly correlates with extrinsic values and rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun and learning and diversity respectively. A strong correlation exists between constant growth and advancement in the workplace and a flexible and efficient work environment. In addition, the different generations did not hold significantly different views with regards to constant growth and advancement in the workplace. However, mean analyses reflect that both Generation Y and Generation X (to a lesser extent) were of the belief that their organisation provided them with opportunities for constant growth and advancement. However, Baby Boomers were the least convinced that their organisation provided them with opportunities for constant growth and advancement.

Brunetto, Far-Wharton and Shacklock (2012, p. 9) point out that "Generation Ys are more concerned with training and development opportunities than Baby Boomers". In addition, when Generation Y employees were asked how important training and development was to them, 78.9% mentioned that career development through additional training was very important to them and 89.6% of them were of the belief that if they received regular training from their employer, it would serve as a motivation for them to stay longer in the organisation (McCrindle, 2006).

In this study, Generation Y and Generation X employees were convinced that their organisation provides them with continuous training and development opportunities, that education and training were fundamental aspects of their organisation's culture, that education and training in their job improved their career perspectives and that their organisation provided them with opportunities for career progression. Additionally, Generation X and Generation Y employees indicated that they received immediate feedback and recognition from their supervisor/mentor/manager, that they received feedback on their performance from other people in their organisation (for example,

managers/co-workers) and that they were satisfied with the amount of recognition they received at work when they performed well or did a good job. In support of these findings, Rajani (2012) found out that whilst all generations need feedback and recognition, Generation Y's may desire frequent and instantaneous feedback in the work environment.

6.8 A FLEXIBLE AND EFFICIENT WORK ENVIRONMENT

A flexible and efficient work environment surfaced as the least important dimension amongst employees in this organisation. The results indicate that 64.5% of the participants agreed and a further 10.8% strongly agreed that they are easily able to balance the demands of their work and personal/family life. According to Shacklock and Brunetto (2012), earlier studies have revealed that elderly employees desire flexibility if they are to carry on working. Furthermore, the younger generation of employees is also in search of flexible work arrangements to balance challenging demands within their families, as well as individual interests or pastimes (Shacklock & Brunetto, 2012).

The current study reflects that a flexible and efficient work environment significantly correlates with extrinsic values and rewards, an interesting and motivating work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace respectively. Additionally, the different generations had different thoughts as to whether their organisation provided them with a flexible and efficient work environment. Generation Y employees were the most convinced that the organisation provided them with a flexible and efficient work environment, whilst Generation X were the least convinced that their organisation provided them with a flexible and efficient work environment. Spiro (2006) points out that the present-day young employees are mostly concerned in making sure that their work caters for both their families and individual lives. Hence, "money is important to them, however the sustaining of a work-life balance outranks money" (Spiro, 2006, p. 17).

From the results of the current study, it is evident that Generation Y employees believed that their organisation provided them with a healthy work-life balance, that they were easily able to balance the demands of their work and personal/family life and that they had enough time away from their job to maintain adequate work and personal/family life balance. Furthermore, Generation Y employees were of the belief that the integration of technology into the workplace was essential for individual and organisational success, which took place in their organisation and that in their organisation, the availability of up-to-date technology in the workplace played a significant role in providing them with greater flexibility and increased efficiency to accomplish their work tasks. In support of these findings, Thompson (2011) points out that if organisations fail to make provision for up-to-date technology, the

result could be the loss of expansions in possible productivity, as well as the loss of millennial employees.

6.9 IMPACT OF BIOGRAPHICAL VARIABLES

The impact of the biographical profiles of employees on each of the organisational dimensions having the potential to facilitate the successful integration of millennials into the workplace was assessed for the combined group of employees as a whole and then for the biographical variables relating to the organisational dimension for each generation.

6.9.1 Age and hence, Generation

The results indicate significant differences in the perceptions of employees as a whole varying in age regarding an interesting and motivating work environment and extrinsic values/rewards at the 1% and 5% levels of significance respectively. The findings display that younger employees between 21-26 years placed the greatest importance on extrinsic values/rewards as compared to employees in other age groups. Hence, D'Netto and Ahmed (2012) support this finding by indicating that almost 60% of Generation Y individuals mentioned high income, a good health and benefits plan and other forms of compensation as motivational job characteristics. Additionally, in the current study it was found that employees aged 45 years and above also attached great importance to extrinsic values/rewards. However, Wesner and Miller (2008) mentioned that younger employees in America revealed job security as one of the least significant factors for job satisfaction, whilst older employees mentioned it as one of the most significant factors for job satisfaction.

When compared across the various generations, the results of the study revealed significant differences in the perceptions of employees from the different generations in relation to an interesting and motivating work environment at the 1% level of significance. Furthermore, employees from the different generations differed significantly in their opinions of a flexible and efficient work environment and, learning and diversity at the 5% level of significance respectively.

Deeper analyses indicate that Baby Boomers were more convinced than Generation Xers and Generation Ys that their organisation provides an interesting and motivating work environment. As a result, Earle (2003, p. 246) indicates that organisations have discovered that Baby Boomer employees are eager to work in a "less traditional but more hectic work setting", as long as they are allowed more flexibility and freedom which will enable them to attain a balance between their individual and work lives. However, Generation Ys were least convinced that their work environment is interesting and motivating. Hence, Park and Gursoy (2012) point out that millennials attach more significance on

work that is rewarding and meaningful and, therefore, have no tolerance or patience for work that is not challenging.

Additionally, Generation Ys were the most convinced that they had a flexible and efficient work environment than Baby Boomers and Generation Xers. Carver and Candela (2008) support this finding by stating that millennials, just like their Generation X seniors, desire flexible working arrangements as well as the attainment of a work-life balance. In the current study, Baby Boomers were also convinced that they experienced learning and diversity in their workplace, whilst Generation Xers and especially Generation Y employees expected a greater degree of learning and diversity. Duchscher and Cowin (2004) support this finding by pointing out that Generation Xers and Generation Ys have worked and played within a gender, racial, cultural and religious unprejudiced environment; hence, not only are they open-minded, but also remarkably tolerant of diversity. Furthermore, in relation to learning, Bova and Kroth (2001) mentioned that for Generation X employees, it is important that both work and the work environment support continuous learning; hence, the enablement of learning for Generation X employees remains a major area of focus for organisations. Similarly, Raines (2002) alludes that Generation Ys yearn for opportunities to learn; hence, they want to be allocated to jobs or assignments that they can learn from.

6.9.2 Gender

The results of the study reveal no significant differences in the perceptions of employees, irrespective of generation, varying in gender in relation to the 6 key dimensions of the study having the potential to influence the integration and management of millennials in the workplace respectively. However, when assessed across generations, the results indicate a significant difference in the extent to which males from the various generations (Generation Ys, Generation Xers, Baby Boomers) believe that they work in an interesting and motivating work environment and the way in which they view extrinsic values and rewards as compared to the other generations (Generation Ys, Generation Xers, and Baby Boomers). Deeper analyses reflect that male Baby Boomers were most convinced that the organisation provided an interesting and motivating work environment whilst Generation Ys displayed distinct unhappiness in this regard. Therefore, Lyons et al. (2010) mention that Generation Y employees have very little patience for any kind of work that does not challenge them; hence, being tasked with a large quantity of uninteresting work results in poor work performance. Furthermore, the results reveal that male Baby Boomers were most convinced that their organisation provided extrinsic values and rewards whilst Generation Xers were most unhappy in this regard. Tolbize (2008) mentions that Baby Boomers in general attach great importance to health and wellness and are in search of job security. However, Parry and Urwin (2011) examined influences that served to motivate both Baby Boomers and Generation Xers. These results revealed that Baby Boomers and Generation Xers in general equally

valued a high income and a steady and secure future as the most significant motivational influences (Parry & Urwin, 2011).

Furthermore, females from Generation Y, Generation X and Baby Boomers differ significantly in the extent to which they believe that they work in a flexible and efficient work environment, that they work in an interesting and motivating work environment and have constant growth and advancement in the workplace. Deeper analyses reflect that female Baby Boomers were more convinced than female Generation Ys and Xers respectively that their organisation provided an interesting and motivating work environment. Female Generation Xers were least satisfied with their work environment being interesting and motivating. However, the results also revealed that females in all Generation categories were less convinced than their male counterparts in each generation that their work environment was interesting and motivating. Therefore, Parry and Urwin (2009) discovered that Generation Ys and Generation Xers in general value challenging opportunities and taking the lead on innovative job assignments. Comparative analyses also reveal that female Generation Ys were most happy with their work environment being flexible and efficient and providing opportunities for constant growth and advancement, although female Baby Boomers and Generation Xers were not satisfied with these. De Hauw and De Vos (2010) state that Generation Ys generally have great expectations in relation to work-life balance. Therefore, Generation Ys seek work contracts from organisations that place emphasis on a better balance between work goals and personal goals (De Hauw & De Vos, 2010). Additionally, "Generation Ys have great expectations in relation to training and development in organisations. Hence, Raines (2002, p. 5) points out that Generation Ys in general "are in search of growth, development and a career path".

6.9.3 Race

The results of the study reflect that significant differences existed in the perceptions of employees, irrespective of generation, varying in race in relation to a flexible and efficient work environment and an interesting and motivating work environment. In this regard, White employees followed by Indian employees were more convinced that they had an interesting and motivating work environment as compared to African and Coloured employees. However, African employees expressed greater satisfaction in relation to a flexible and efficient work environment, as compared to the other 3 race groups. Ramlall (2003) alludes that employees are appearing to desire flexible work arrangements more and more; therefore, it can be established that flexible work arrangements are gradually becoming a significant topic with the aim to maintain an organisation's most important employees (Ramlall, 2003).

When compared across the generations, it was found that Generation Xers and Baby Boomers differed significantly in relation to the extent to which their work environment is an interesting and motivating one and provided opportunities for learning and diversity. Deeper analyses indicated that Indian Baby Boomers were more convinced than Generation Xers with their work environment being interesting and motivating and ensuring learning and diversity. Tolbize (2008) alluded that Baby Boomers generally enjoy group decision-making, collaboration and working in teams. Additionally, the majority of Baby Boomers are open-minded when it comes to the issue of diversity (Tolbize 2008). Glass (2007) also points out that gradually, more and more Baby Boomers are seeking ways to give back through mentoring opportunities.

6.9.4 Position in the Organisation

The results of the study reveal significant differences in the perceptions of employees, irrespective of generation, varying in position relating to having an interesting and motivating work environment. In this regard, senior level managers were most convinced that they had an interesting and motivating work environment as compared to employees in all other positions. Chew and Entrekin (2011) mention that assigning employees to challenging work tasks plays a crucial role in creating a "high performance environment" where employees are motivated to attain their individual goals. In addition, significant differences were noted in the views of Senior Managers from the various generations in relation to the extent of learning and diversity in the organisation. In addition, employees from the various generations differed significantly in the extent to which they believed their work environment was interesting and motivating.

When assessed across generations, the results reveal that whilst Generation Xers were extremely happy with their work environment being interesting and motivating, both Baby Boomers and Generation Ys did not share the same view. Park and Gursoy (2012) found that Generation X employees are in pursuit of challenging work and better opportunities that will assist them in growing their individual careers. Additionally, Generation X employees tend to attach great significance to autonomy and freedom from supervisors in the work environment (Park & Gursoy, 2012). Yu and Miller (2005) further allude that Generation X employees attach great significance to participative decision-making and they choose to work independently with a certain level of autonomy in the organisation.

Across generations, it was also noted that Senior Level Baby Boomers were happier with learning and diversity in their work environment than Senior Level Generation Xers, even though the satisfaction level in both generations was quite low. In this regard, Sherman (2006) indicates that Baby Boomers attach great importance to lifelong learning for the reason that they view it as a way to enhance their performance.

6.9.5 Tenure

The results of the study indicate that significant differences exist in the perceptions of employees, irrespective of generation, varying in tenure regarding the dimensions having the potential to influence the integration and management of millennials (an interesting and motivating work environment, a flexible and efficient work environment, and learning and diversity, constant growth and advancement in the workplace) respectively. No significant differences were noted regarding extrinsic values/rewards and workplace fun respectively.

Deeper analyses in this regard reveal that employees who are working in the organisation for less than a year were most convinced that they had an interesting and motivating work environment, a flexible and efficient work environment, learning and diversity and constant growth and advancement in the workplace in comparison to all other employees with varying durations of tenure.

Furthermore, employees with a tenure of 11 to 20 years in the organisation across the various generations differed significantly in their opinions of learning and diversity in the organisation. When compared across the various generations, it was found that Baby Boomers who had been in the organisation for a period of 11 to 20 years were more convinced that learning and diversity occurred in the organisation than Generation Xers with the same amount of experience in the organisation. In this regard, Jorgensen (2003) found that Baby Boomers generally value teamwork and group dialogues in the work environment.

6.9.6 Level of Education

The results of the study indicate significant differences in the perceptions of employees, irrespective of generation, varying in education in relation to learning and diversity. In this regard, employees with a Diploma were the least convinced that they were working in an environment of learning and diversity. Gong and Chang (2008) indicate that career advancement makes available growth opportunities for all employees in general.

When compared across the various generation, the results of the study indicate that employees with a diploma across the various generations differed significantly in their views of extrinsic values/rewards. In addition, employees with a degree from the various generations differed significantly in the extent to which they believed their work environment was interesting and motivating. A significant difference also existed amongst employees with a post-graduate-degree from the various generations regarding the extent to which their work environment is an interesting and motivating one and provided for opportunities for learning and diversity. Deeper analyses in this regard reveal that Baby Boomer employees with a diploma were extremely happy with extrinsic values and rewards offered by their

organisation; however, both Generation Ys and Generation Xers did not share the same view as the former. These findings are similar to those of Widger, Pye, Cranley, Wilson-Keates, Squires and Tourangeau (2007, p. 56) who found that "Baby Boomers were significantly more satisfied with extrinsic rewards than both Generation Xers and Generation Ys". Furthermore, it was discovered that suitable compensation served as one of the motivating factors for Baby Boomers in the workplace (Widger et al., 2007).

In addition, in the current study it was found that Baby Boomer employees with a degree were most convinced that the organisation provided an interesting and motivating work environment, whilst Generation Ys and Generation Xers displayed distinct unhappiness in this regard. In relation to these findings, Keepnews, Brewer, Kovner & Shin (2010) found that Baby Boomers listed autonomy as the most significant factor regarding job satisfaction. However, Yu and Miller (2005) also found that Generation Xers displayed a great desire for autonomy and flexibility in their personal and work lives. Additionally, De Hauw and De Vos (2010) allude that Generation Ys place great significance on freedom-related work principles, such as, flexibility and autonomy in comparison to previous generations.

Furthermore, the current study reflects that Baby Boomer employees with a post-graduate-Degree are most happy with their environment being interesting and motivating and provides opportunities for learning and diversity, although it is evident that Generation Ys and Generation Xers were the least satisfied with these. In support of these findings, Parry and Urwin (2009) emphasise that Baby Boomer employees generally search for authority in order to facilitate decision-making; hence, if their work is challenging, they are more inclined to be engaged within their organisation. However, Egri and Ralston (2004) also point out that Generation Xers also attach great value to individual autonomy and work that is challenging which allows for a balance between personal and work life. Additionally, Generation Xers desire opportunities to learn in the workplace to allow for promotions or prospective jobs elsewhere (Gursoy, Maier & Chi, 2008). On the other hand, Wesner and Miller (2008) point out that Generation Ys are in search of work that is challenging and rewarding within organisations, which will in turn make them feel productive and part of their organisation's success as a whole. Furthermore, Duchscher and Cowin (2004) found out that Generation Ys were of the belief that education and lifelong learning were crucial success factors, therefore, "work that was not a learning experience was seen as a dead end to be avoided" (Duchscher & Cowin, 2004, p. 498).

6.10   PERCEPTIONS OF CONTRIBUTION TO ORGANISATIONAL GROWTH AND SUCCESS

Each generation (Generation Ys, Generation Xers and Baby Boomers) presented the areas that they believe that they can contribute to in bringing about organisational growth and success.

6.10.1 Generation Ys' Perceptions of Contributions to Organisational Growth and Success

Generation Y participants reflected their perceived areas of contribution to organisation growth and success.

- **Technology**

The results of the current study reveal that millennials possess the ability to utilise modern technology in the workplace; hence, they believe that the upgrading of technology and the use of information technology within the organisation is imperative. In addition, millennials suggest that since they are more knowledgeable when it comes to technology, the organisation should embrace technological methods of service delivery and further allow more exposure to technology in order to boost swift organisational growth. Thompson (2011) points out that millennials are currently known as the most technologically savvy generation; therefore, they desire the best possible technology made available to them in the workplace.

- **Innovation and Creativity**

The results of the current study indicate that millennials (Generation Y) within the organisation recognise the need for creativity; hence, the need for the introduction of innovative perspectives to bring solutions to age-old problems within the organisation. Furthermore, millennials see the need for the organisation to embrace and allow innovative ideas, as well as the need to embrace new knowledge and skills that they (Generation Y) bring into the organisation. In relation to these findings, Verma (2013) mentions that the new cohort of millennial employees greatly value a work environment that is defined by ample possibilities to be innovative and create new concepts. In addition, Deloitte (2014, p. 2) points out that "millennials are in search of organisations that will offer them opportunities to cultivate innovative thinking, develop their skills and make a positive contribution to society".

- **Learning, Diversity and Career Opportunities**

The results of the current study reflect that millennials desire control over their own career paths; hence, they recognise the importance for every employee to be given equal learning opportunities and for the organisation to embrace diversity and adopt new methods to accomplish work tasks. Thompson (2011) highlights some of the most effective retention approaches for millennials as provision for training, learning and development opportunities within their careers. Bannon, Ford and Meltzer (2011) reveal that a great number of Generation Y individuals hold the belief that diversity serves to reinforce a nation and further develop the work environment. Additionally, Bannon et al. (2011) points out that diversity is perceived by millennials as rewarding because different groups of individuals come up with innovative ideas and solutions for problem solving. Hence, Bennett, Pitt and Price (2012)

indicate that failure to handle diversity may result in conflict amongst different generational groups in the work environment.

- **Flexibility, efficiency and task accomplishment**

The results of the current study reveal that millennials view themselves as the technology driven generation of today; hence, they desire flexibility within their work environment for the efficient accomplishment of tasks. Myers and Sadaghiani (2010) point out that today's millennials are constantly on the lookout for work engagements that simultaneously provide flexibility and efficiency in order to support their demanding and busy lifestyles. Pickett (2013) states that the availability of up-to-date technology plays a great role in providing millennials with greater flexibility and increased effectiveness in the workplace. Furthermore, Generation Ys also mention their desire for simplicity within their work environment which they say should not be seen as a hindrance but rather as a motivation for exceptional task accomplishment.

6.10.2   Generation Xers' Perceptions of Contribution to Organisational Growth and Success

Generation Xers reflected their perceived areas of contribution to organisation growth and success.

- **The Use of Technology**

The results of the current study reveal that Generation Xers recognise the importance of embracing new technology in order to work smarter, rather than harder. Additionally, Generation Xers recognise the importance of adopting the use of new technology within the organisation, for the improvement of outdated paper practices. In relation to these findings, Yu and Miller (2005) point out that Generation Xers are technologically savvy and are keen to bring up-to-date knowledge and integrate it into their work environment. Hence, this technological proficiency arises as a result of Generation Xers growing up with fast and changing technology and having accessibility to enormous volumes of data.

6.10.3   Baby Boomers' Perceptions of Contribution to Organisational Growth and Success

Baby Boomers reflected their perceived areas of contribution to organisational growth and success.

- **Work Ethic**

The results of the current study reveal that Baby Boomers believe in working together through teamwork and communication, which plays a key role in the achievement of goals. They are of the belief that teamwork and communication play an important role in their positive contribution of organisational growth and success. In relation to these findings, Sherman (2006) indicates that Baby Boomers desire open, direct and less formal communication. In addition, this generation appreciates

group processing of information within the workplace and values employee meetings that afford opportunity for dialogue (Sherman, 2006).

- **Technology and Advancement**

The results of the current study indicate that Baby Boomers believe that being technologically advanced as an organisation will assist in providing better services to their customers; hence, their belief in the introduction of modern technology in the workplace. However, Yu and Miller (2005) reveal that Baby Boomers are not highly technologically proficient, nor do they support change in general.

- **Motivation, Growth and Learning Opportunities**

The results of the current study indicate that Baby Boomers believe that all employees should be afforded opportunities to learn and grow in the workplace; hence, the motivation of employees through growth and learning opportunities is imperative in the achievement of organisational growth and success. According to Sherman (2006), Baby Boomers place great value in lifelong learning as this serves as one of the various ways to improve their performance in the workplace. Hence, Baby Boomers value the opportunity to learn in "relationship-driven coaching situations" (Sherman, 2006, p. 13).

6.11 PERCEPTIONS OF CHALLENGES FACED IN THE ORGANISATION

Each generation (Generation Ys, Generation Xers and Baby Boomers) presented the challenges that they face in the multigenerational organisational workplace.

6.11.1 Generation Ys' Perceptions of Challenges Faced

Generation Y participants presented the challenges that they face in the organisation.

- **Response to Change and Creativity**

The results of the study reveal that Generation Y indicates a lack of creativity in the workplace. In relation to these findings, Ahmed, Scott-Young, Ahmed and Fein (2013) indicate that showing appreciation and recognition for millennials' creativity in the workplace results in greater employee engagement, which, in turn, provides them with a greater sense of contribution to the organisation.

- **Senior Management and Leadership**

The results of the study further reveal a lack of mentorship from the seniors in the organisation. According to Keene and Handrich (2010), millennials seem far more receptive when it comes to having influential figures of leadership in the workplace. Hence, millennials eagerly desire the availability of

a mentor in the workplace. Additionally, Meister and Willyerd (2010) emphasise that mentoring proves to be particularly of great influence for the millennial generation due to their mobile and cooperative way of life, as well as their desire for closeness. The results also reveal that some supervisors within the organisation are not supportive and that there is a need for more training in the organisation for employees to grow. Keene and Handrich (2010) stress that the millennial generation is one that succeeds in an organised and supportive work setting. De Hauw and De Vos (2010) also indicate the great worth that millennials place on mentoring and training within the work environment because it permits and encourages the constant growth and development of novel expertise.

- **Growth and Learning Opportunities in the Organisation**

The results of the study reveal that Generation Y employees desire opportunities to learn in the workplace which will assist them in gaining work experience and further enable them to grow and advance in their careers, since they are willing to learn. In relation to these findings, Mencl and Lester (2014) allude that the newer generation of employees are increasingly driven and eager to participate in continuous learning as compared to the older generations. Hence, the millennial generation gives much more value to an organisation that encourages and promotes a continuous learning environment in contrast to the older generations (Mencl & Lester, 2014).

- **The Work Environment and Recognition**

The results of the current study reveal that the organisation does not provide a flexible, interesting and motivating work environment to the millennial employees. Furthermore, millennials in the organisation indicate that no matter how educated they are their organisation does not recognise this which results in demotivation. Edge, Cockerham, Correale, Dion, Figueroa-Altmann and Geetter (2011) suggest that giving millennial employees recognition for being successful in demanding circumstances results in them becoming increasingly dedicated to the organisation. Hence, feeling appreciated and recognised plays a major role in the retention of millennials (Edge et al., 2011). In addition, De Hauw and De Vos (2010) mention that millennials desire an interesting and motivating work environment in order to make their work exciting. Myers and Sadaghiani (2010) also mention that since the millennial generation has an aspiration for work-life balance, they are constantly on the lookout for flexible work arrangements to meet this desire.

- **Recognition of Employees' efforts and ideas**

The results of the current study reveal that employees' efforts are not recognised within the organisation and their views/ideas are not heard or valued. Broom (2010) points out that today's millennials have adopted a custom of frequently enquiring and voicing out their views more liberally than older generations. In addition, millennials also believe in a democratic style of leadership which

allows everyone the opportunity to share their good ideas, and by so doing, recognising the significance and the value that each shared idea carries (Broom, 2010).

6.11.2 Generation Xers' Perceptions of Challenges Faced

Generation Xers presented the challenges that they face in the organisation.

- **Innovation and Technology**

The results of the study reveal that innovation within the organisation is not encouraged and adapting to the use of new technology is a challenge for Generation X employees. In relation to these findings, Bickel and Brown (2005) point out that the Generation X cohort consider technology as a part of their day-to-day life.

- **Lack of remuneration benefits/rewards and Promotion Opportunities**

The results of the current study reflect the lack of salary benefits and the lack of promotion opportunities within the organisation. According to Linden (2015), 75% of Generation Xers cited compensation as being a significant factor in meeting their job expectations. Furthermore, the majority of Generation Xers cited compensation as one of the key reasons they accepted their present employment. Therefore, in relation to these findings, Huybers (2011) points out that today's Generation Xers strongly prioritise being suitably rewarded in relation to their performance; hence, they desire to know that promotions are attainable and that they possess the tools to achieve their career objectives.

- **Employee Involvement**

The results of the current study further reveal the absence of employee involvement in decision-making processes within the organisation. According to Kapoor and Solomon (2011), Generation Xers possesses one remarkable feature, which is their strong desire to participate in the making of decisions in their place of work. Therefore, in relation to these findings, Dols et al. (2010) mention that Generation Xers are highly collaborative and optimistic; hence, their desire to be heard in the workplace because of their significant impact on family decision-making and teams during the course of their lives.

6.11.3 Baby Boomers' Perceptions of Challenges Faced

Baby Boomers presented the challenges that they face in the organisation.

- **Recognition and Rewards**

Baby Boomers indicate that employees do not receive monetary rewards and there are no fun things arranged for employees to participate in within the organisation. In relation to these findings, Yu and Miller (2005) point out that money and recognition serve as strong incentives for the Baby Boomer generation. Earle (2003) further alludes that the Baby Boomer generation are content about the knowledge and skill they have acquired over the years; hence, they desire status, recognition and respect from their organisation. In addition to these findings, Choi, Kwon and Kim (2011) place emphasis on the provision of a fun environment for employees which serves to strongly influence their attitudes and levels of productivity in the workplace.

The key findings of the study are graphically represented (Figure 6-1).

Figure 6-1: Key Findings of the Study

DIMENSION	KEY FINDINGS	BIOGRAPHICAL IMPACT (ALL EMPLOYEES)	BIOGRAPHICAL IMPACT (BY GENERATION)
Extrinsic values/rewards	Surfaced as the 3rd most fulfilled by the organisation; 73.1% of participants were happy with health benefits but 43% were unhappy with total compensation package; significantly correlated with all other variables.	**Age:** Younger employees (21-26 years) placed the greatest importance on extrinsic values/rewards in comparison to employees from other age groups.	Which generation believes that the organisation provides extrinsic values/rewards? **Gender:** Male Baby Boomers. **Education:** Baby Boomers with a diploma.
An interesting and motivating work environment	Surfaced as the 4th most fulfilled by the organisation; 61.3% of participants found their job challenging and 60.2% felt they have enough authority to fulfill their job responsibilities but 30.1% felt they are not involved in decision-making process that affect their work; significantly correlated with all other variables.	Who is most satisfied that their organisation is an interesting and motivating work environment? **Age:** Employees who are ≥45 years. **Generation:** Baby Boomers rather than Gen X and Gen Y. **Race:** White and Indian employees. **Position:** Senior Level Managers. **Tenure:** Employees with a tenure of <1 year, negligibly followed by those >20 years.	Which generation believes that the organisation provides an interesting and motivating work environment? **Gender:** Male Baby Boomers. **Gender:** Female Baby Boomers; male more convinced than female Baby Boomers. **Race:** Indian Baby Boomers were more convinced than Gen Xers. **Position:** Gen X employees. **Education:** Baby Boomers with a Degree and then Baby Boomers with a post-graduate degree.
Flexible and efficient work environment	Surfaced as being the least fulfilled by the organisation; 75.3% of participants believed they are easily able to balance work and personal/family life but 21.5% were not convinced that up-to-date technology provided greater flexibility and increased efficiency to accomplish work tasks; significantly correlated with all other variables.	Who believes the organisation has a flexible and efficient work environment? **Generation:** Gen Y employees (especially more than Gen X). **Race:** African employees. **Tenure:** Employees with tenure of <1 year.	**Gender:** Female Gen Ys are most happy with their work environment being flexible and efficient.
Workplace Fun	Surfaced as the 2nd most fulfilled by the organisation; 82.8% of participants were convinced that their job is worthwhile to society at large but 25.8% disagreed that their job allows them to be creative; significantly correlated with all other variables.	No significant differences were noted in terms of age, generation, gender, race, position, tenure, education.	No significant generational differences were noted amongst the various generations.
Learning and diversity	Surfaced as being the most fulfilled by the organisation; 60.3% of the participants felt their organisation encourages teamwork but 40.8% were not convinced that they are provided with a mentor for support and career development; significantly correlated with all other variables.	Who believes the organisation provides them with learning and diversity? **Generation**: Baby Boomer employees. In fact as they get older they are more convinced that learning and diversity is provided. **Tenure:** Employees in the organisation for <1 year. **Education:** least convinced - Employees with a Diploma.	Which generation believes that the organisation provides them with learning and diversity? **Race:** Indian Baby Boomers. **Position:** Senior Manager Level Baby Boomers. **Tenure:** 11-20 year tenured Baby Boomers. **Education**: Baby Boomers with a post-graduate degree.
Constant growth and advancement in the workplace	Surfaced as the 5th most fulfilled by the organisation; 73.1% of participants agreed that education and training are key aspects of their organisation's culture but were not convinced of opportunities for career progression (38.7%) or, recognition for performing well (37.6%); significantly correlated with all other variables.	**Tenure:** Employees with a tenure of <1 year believed that their organisation provides them with constant growth and advancement.	**Gender:** Female Gen Ys are most happy with their work environment providing opportunities for constant growth and advancement.

6.12 CONCLUSION

In this chapter, results regarding the six key dimensions (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity and constant growth and advancement in the workplace) were compared and contrasted with findings of other researchers in the field. Furthermore, the perceptions and contributions of employees from all generations in the organisation as well as the challenges they faced were discussed, compared and contrasted with the findings of other researchers in the field. From the aforementioned discussion, it can be noted that the different generations (Generation Ys, Generation Xers and Baby Boomers) occupying today's labour market have different work values, characteristics and expectations. However, the three generations are also similar in some respects, that is, where no significant differences were noted. Therefore, it becomes the obligation of both managers and organisations to meet these expectations so as to maintain an adequate balance of all three generations in the workplace.

Chapter seven provides recommendations based on the results of the study, together with recommendations for future ongoing research.

CHAPTER 7

RECOMMENDATIONS AND CONCLUSION

7.1 INTRODUCTION

In Chapter 6, results regarding the six key dimensions (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity, constant growth and advancement in the workplace) having the potential to influence the integration and management of millennials in the workplace were compared and contrasted with findings of other researchers in the field. The key findings generated as a result of the descriptive statistics, biographical influences of the sampled workforce and biographical influences based on the different generations in the workplace (millennials or Generation Ys, Generation Xers and Baby Boomers) were graphically presented. Based on the results of the study, recommendations are presented in this chapter together with recommendations for future research.

7.2 RECOMMENDATIONS BASED ON THE RESULTS OF THE STUDY

The six key dimensions (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity, constant growth and advancement in the workplace) are known to potentially influence the integration and management of millennials in the workplace. Based on the results of the study, recommendations are made on how these dimensions can be strategically managed in order to successfully integrate and manage millennials with the other generations in the workplace so as to create a harmonious workforce working towards optimally attaining organisational goals.

7.2.1 Extrinsic values/rewards

The results from the study reflect that the sampled workforce as a whole, irrespective of generation, viewed extrinsic values/rewards as the third most fulfilled within the organisation, thereby reflecting room for improvement. Since the majority of the employees reflected happiness with health benefits, it is recommended that the organisation capitalises on this strength by continuing to provide good health and benefit plans to employees. In fact, the organisation can consider making this benefit more attractive by expanding the components to not only include medical cover and retirement savings plans but also benefits such as funded holidays, ample paid leave and social security. The results also reflected employees'

unhappiness with the total compensation package. Certainly, today's workforce are in search of a full compensation package with benefits; hence, it is recommended that the organisation structures a total compensation package for all employees which could consist of components like a strong base salary package, a management style that encourages honesty and integrity, availability of work opportunities with different groups in a team environment and constant training opportunities. The results of the study also reflect that younger employees (21 to 26 years) place the greatest importance on extrinsic values/rewards as compared to employees in all other age groups. This emphasises that in order to successfully attract, recruit and retain millennials in the workforce, the organisation should provide this new and diverse group of employees with an attractive and lucrative compensation package. This in no way implies that the organisation increases its cost to employer dramatically; rather, it suggests that compensation packages be creatively structured to include benefits that are attractive to the millennial cohort such as dental and vision care, cell phones, tickets to events, wellness and fitness programs, laundry services and subsidised utilities/housing.

In addition, male Baby Boomers and Baby Boomers with a diploma were most satisfied with extrinsic values/rewards. Ironically, this group also holds a wealth of experience in the organisation and since the millennial generation yearns for the opportunity to learn from more experienced professionals and mentors, Baby Boomers can be encouraged to fulfill this role by the organisation trading off some added attractive benefits such as a paid vacation.

7.2.2 An interesting and motivating work environment

The results from the study reflect that the sampled workforce as a whole, irrespective of generation, ranked an interesting and motivating work environment as the fourth most fulfilled within the organisation, thereby reflecting room for improvement. A significant segment of the employees considered their job to be challenging and providing them with enough authority to fulfill their job responsibilities. However, this view was predominantly held by employees who are ≥ 45 years, Baby Boomers especially Senior Level managers rather than Generation Ys and Generation Xers. However, Generation Ys and Xers (especially the former) determine their choice of employer based on how meaningful and challenging their work is and has little patience for any kind of work that does not challenge them and will be willing to leave in search of greater stimulation in tasks. Therefore, it is recommended that the organisation provides employees, especially millennials, with meaningful and challenging work opportunities in order to ensure that they are continuously engaged, that they gain additional knowledge and skills and avoid poor work performance.

This can be simply achieved by ensuring their involvement in decision-making on issues that relate to their work and, creating excitement and challenge in their work.

7.2.3 A flexible and efficient work environment

The results of the study indicate that employees ranked the organisation the lowest in terms of providing a flexible and efficient work environment. A significant segment of employees did indicate that they are able to balance work and personal/family life and interestingly enough this view was mainly held by millennials, especially female millennials, in the workplace. It is important for the organisation to uphold this view of millennials as work-life balance is one of the most challenging areas that modern organisations are confronted with in today's competitive business world and is a key factor for millennials when making employer-related decisions. However, the integration and development of millennials also depends on the satisfaction of Generation Xers and Baby Boomers who clearly reflect unhappiness with the flexibility and efficiency of their work environment. Generations Ys are also perhaps happy with the environment being flexible and efficient because they are able to work more effectively with available technology than Generation Xers and Baby Boomers as they are the technologically savvy generation, known as the 'digital natives'. It is, therefore, recommended that strategies be formulated to enhance greater work-life balance for Generation Xers and Baby Boomers particularly since the former has been found to place a tremendous amount of value on work-life balance (Gentry, Griggs, Deal, Mondore and Cox, 2011) and their happiness in this regard influences the sharing of information and ideas and hence, the growth and development of millennials. These strategies can include the provision of a variety of work-life balance opportunities for all, for example, flexible work schedules or flexi-time, options to work from home, telecommuting, part-time employment, special vacation times, family and education leave. Such an initiative will assist in empowering the organisation to retain the best and talented individuals who, in turn, will make a practical and meaningful contribution, not only to their organisation but also to the entire community and society in general.

However, the results also indicate the lack of up-to-date technology within the organisation for the provision of greater flexibility and increased efficiency to accomplish work tasks. Today's 21st century millennial generation is known to be the most technologically savvy generation; hence, the desire for the best possible technology in the workplace needs to be nurtured. It is, therefore, recommended that the organisation provides millennial employees with the essential up-to-date technology, which will allow them greater flexibility and increased effectiveness to best accomplish work assignments in their work environment. Such technological improvements will not only benefit the millennials because when reverse mentoring or

two-way mentoring programmes are adopted between senior employees and millennial employees, millennials can expand the benefit of technology to more tenured employees in the organisation by sharing their technological skills and can benefit from multiple mentors which is facilitated by technology. In this way, the return on investment in advanced technology will also be greater.

7.2.4 Workplace fun

The results of the study revealed that the employees ranked workplace fun in the organisation to be the second most fulfilled dimension. The majority of the employees were convinced that their job is worthwhile to society at large.   Since evidence indicates the importance of moral and charitable corporate responsibilities within society (Michailides & Lipsett, 2013), it is recommended that the organisation continues to engage in corporate social responsibility activities by offering employees (including the millennial generation) the opportunity to make meaningful contributions to society, especially since millennials are driven to be employed by organisations that are known to contribute towards the improvement of society and will not choose to be employed by an organisation that is not socially accountable (McGlone et al., 2011).   Certainly, in today's 21st century workplace, Corporate Social Responsibility plays an important role in the attraction and retention of millennial employees within organisations; hence, it is recommended that the organisation continues to make an effort in contributing towards the improvement of its society and further ensure that they are continuously engaged in socially accountable activities that will benefit their society as a whole and this is even more achievable in a public sector organisation like the target group studied.

The results of the study also reflect a lack of creativity within employees' work assignments. Evidence reveals the importance of a workplace that involves fun for young employees which will assist in the recruitment and retention of a dynamic workforce (Everett, 2011); hence, it is recommended that the organisation provides young employees with a work environment that is fun-filled and encourages creativity. In so doing, the organisation will be successful in recruiting and retaining the finest and talented employees within the present-day workforce.

The results also indicate that there are no biographical or generational impacts on workplace fun, thereby implying that all employees irrespective of generation are pining for workplace fun. Hence, not only is the millennial generation searching for a work environment that supports and encourages fun, but this element has become a driving force for all employees. Therefore, it is recommended that the organisation provides employees with a variety of fun activities and events within the work environment such as public

celebrations of work accomplishments, entertainment and team building exercises, recognition of employees' birthdays, marriages and work anniversaries, team auctions, productivity tournaments and personal growth opportunities. Such activities will increase the motivation of millennials and all other employees, making their work more stimulating, exciting and meaningful.

7.2.5 Learning and diversity

The results of the study indicate that learning and diversity emerged as being the most fulfilled by the organisation. A significant segment of the employees felt that their organisation encourages teamwork; however, results also indicate that this view is predominantly held by Baby Boomers in the organisation. In fact, the results indicate that as employees get older they are increasingly convinced that the organisation provides learning and diversity thereby reflecting that millennials have the greatest need/demand for learning and diversity but are least convinced that it is being satisfied. It is therefore, recommended that the organisation increasingly adopts team-based work activities and collaborative work structures that ensure generational diversity.

The results of the study also reflect the lack of a mentor for support and career development. Undoubtedly, mentoring programmes must be available and accessible to the millennial cohort as it is important in terms of their knowledge and development and in making them aware of the opportunities available to them. Old-fashioned mentoring strategies should be replaced with more open and interactive methods and one-on-one mentoring should be replaced with the one mentee to many mentors scenario as millennials are desperate to accelerate their rate of growth and development.

The results also reflect that Baby Boomers strongly believe that the organisation provides learning and diversity but this feeling is not shared to the same extent by millennials. This may be due to Baby Boomers not having the same intense need for learning and diversity as millennials and are, therefore, happy with the current situation. Evidently, more needs to be done in terms of learning and diversity in order to satisfy millennials. Hence, mentoring should also focus on various aspects to develop millennials holistically, for example, it should focus on enhancing career development, creating interest and motivation in the work environment, behavioural input, enhancing networks for interaction, empowering millennials, making them feel that they fit in and are contributing to organisational goals so as to enhance their retention.

7.2.6 Constant growth and advancement in the workplace

The results of the study reflect that employees rated constant growth and advancement in the workplace as the fifth most fulfilled by the organisation, thereby reflecting the need for improvement. The majority of the employees agreed that education and training are key aspects of their organisation's culture and these views were predominantly held by millennials, especially female millennials. It is therefore, recommended that the organisation continues to make education and training opportunities available to all employees and should focus on various aspects in developing the individual as a whole, for example, leadership and management development, coaching from highly skilled personnel and on-the-job development as well as training and work assignments. However, the results of the study also indicate that many employees were not convinced of opportunities for career progression or recognition for performing well. It is, therefore, recommended that regular and timeous, if not instantaneous, feedback based on performance as well as continuous acknowledgement, appreciation and encouragement should be given to all employees especially millennials who thrive on prompt, clear-cut and accurate feedback to ensure continuous improvement in their urgency for accelerated growth and development. Additionally, organisations should make certain that they provide employees (regardless of their generation) with continuous growth and advancement opportunities in the workplace, which will reduce levels of turnover and, in turn, secure their retention in the organisation. In this regard, it should be noted that millennials prefer an inclusive management style.

Evidence also suggests that the introduction of mentor/mentee relationships within organisations allows employees the opportunities to gain knowledge and experience from superiors who are more experienced in the field (Farrell & Hurt, 2014); hence, it is recommended that organisations offer mentoring to their employees through the reverse mentoring model or two-way mentoring where millennials gain knowledge from older workers and, in turn, older workers gain knowledge from millennials. This will increase the support and cultivation of expanded learning amongst generations in the workplace and further assist present and future managers in acquiring new knowledge and work-related skills in their profession.

Overall, the results also reflect that the dimensions (extrinsic values/rewards, an interesting and motivating work environment, a flexible and efficient work environment, workplace fun, learning and diversity, constant growth and advancement in the workplace) having the potential to influence the integration and management of millennials in the workplace significantly intercorrelated with each other. The implication is that if the organisation invests energy in enhancing each of these dimensions individually through simple and inexpensive strategies, then combined they will have a snowballing and spiralling effect on the successful integration and management of millennials in the workplace and create a happier and more harmonious workforce driven towards goal accomplishment.

It is also evident that whilst the various generations have displayed some generational differences as documented above, they are similar in many aspects which make their cohesion even more possible especially if understood and effectively managed. Certainly, generational differences were noted in terms of how they define an interesting and motivating work environment, a flexible and efficient work environment and constant growth and advancement in the workplace. However, the various generations (Generation Ys, Generation Xers, Baby Boomers) desire and value extrinsic values/rewards, workplace fun and constant growth and advancement in the workplace to the same extent. Therefore, no organisation can go wrong in making these dimensions their basic priorities in the workplace, especially in the 21st century work environment defined by generational transformation.

7.2.7 Perceptions of Contributions to Organisational Growth and Success

Recommendations are made based on the various generations' perceptions of their contributions to organisational growth and success.

7.2.7.1 Generation Ys

The following recommendations aim to enable millennials to make the contributions that they believe they can to organisational growth and success.

- **Technology**

The organisation needs to provide millennials with a technology friendly environment. This kind of environment could include a variety of social tools such as social networking, instant messaging, video-on-demand, blogs and wikis. Providing millennials with a work environment that supports the latest technology will serve to boost and motivate greater organisational productivity.

- **Innovation and Creativity**

Since millennials yearn to participate in activities that require them to be innovative and creative within their work environment, it is recommended that the organisation provide them with challenging and thought-provoking work assignments and projects. Such work projects and assignments will enable and inspire innovation and creativity from millennials, whilst simultaneously investing in their individual growth and development holistically.

- **Learning, Diversity and Career Opportunities**

Since millennials have a strong desire to grow and develop in their career, the organisation should implement programs that will provide them with the much needed support for accelerated career advancement, as well as providing them with various career growth and advancement opportunities. Additionally, the organisation should create a work environment that supports generational diversity in order to promote continuous and healthy working relationships between all three generations in the workplace. Such an environment serves to provide a unique opportunity for teaching, learning and training amongst all generations. Embracing such an environment will also make available multiple individual and organisational benefits such as an increase in team-based work and productivity levels, fully engaged employees, reduction in workplace frustration, increased means of effective communication, increased efforts towards effective motivation and an appreciation for differences and similarities in the workplace (Span, 2013).

- **Flexibility, Efficiency and Task Accomplishment**

Millennials expect work to be flexible, especially with respect to when and where it is to be carried out; hence, the organisation should ensure the availability of good and reliable technology that will assist and support millennials to efficiently accomplish their work assignments irrespective of time and place.

7.2.7.2 Generation Xers

The following recommendations aim to enable Generation Xers to make the contributions that they believe they can to organisational growth and success.

- **The Use of Technology**

Generation Xers are proficient with the use of technology and consider it to be a fact of life. It is, therefore, suggested that the organisation provides Generation X employees with a favourable work environment that is technologically up-to-date to empower them to work smarter, rather than harder, which will eventually lead to the efficient accomplishment of work assignments.

7.2.7.3 Baby Boomers

The following recommendations aim to enable Baby Boomers to make the contributions that they believe they can to organisational growth and success.

- **Work Ethic**

Baby Boomers believe in working together through teamwork and communication. It is, therefore recommended that the organisation provides sufficient opportunities for Baby Boomer employees to work in teams and further consent to open and direct lines of communication between managers/leaders and employees in the organisation. This will allow for the continuous attainment of individual and organisational goals for all employees.

- **Technology and Advancement**

Baby Boomers believe that being technologically advanced as an organisation will assist in providing better services to their customers; hence, their belief in the introduction of modern technology in the workplace. It is, therefore, suggested that the organisation support Baby Boomer employees in becoming accustomed to new technology and further assist them in adapting to the changes that modern technology brings. As a result, this will assist Baby Boomers in the organisation to provide better services to their customers.

- **Motivation, Growth and Learning Opportunities**

Baby Boomers believe that all employees should be afforded opportunities to learn and grow in the workplace. Clearly, growth and learning opportunities are an important workplace factor, regardless of generation. It is, therefore, suggested that the organisation provide Baby Boomers with a variety of growth and learning opportunities in the workplace such as feedback, participation and peer-to-peer training. Such initiatives on the part of the organisation will encourage the continuous participation of employees in growth and learning programs.

7.2.8 Perceptions of Challenges Faced in the Organisation

Recommendations are made based on the various generations' perceptions of the challenges that they face in organisations.

7.2.8.1 Generation Ys

The following recommendations aim to enable millennials to overcome their challenges.

- **Response to Change and Creativity**

Generation Ys experience a lack of creativity in the workplace. Therefore, it is recommended that the organisation should assign Generation Y employees with work assignments that require their creativity and innovativeness. This will make their work more interesting and challenging and help to get rid of boredom

and dullness in the workplace. Additionally, managers and leaders should recognise and appreciate millennials' creativity in the workplace, which will keep millennial employees continuously engaged and further give them a greater sense of motivation in the work environment.

- **Senior Management and Leadership**

Generation Ys report a lack of support and mentorship from the seniors in the organisation. Hence, it is recommended that leaders within the organisation should ensure that millennial employees are continuously offered the necessary guidance and support that they need in relation to their career advancement. Perhaps, the organisation can also implement the reverse mentoring model. Additionally, the organisation should work towards creating a work environment where millennial employees are given challenging work tasks to carry out, whilst simultaneously being given the opportunity to interact with their leaders or senior management on a continuous basis.

- **Growth and Learning Opportunities**

Generation Ys desire more opportunities to learn in the workplace which will assist them in gaining work experience and further enable them to grow and advance in their careers, since they are willing to learn. Therefore, the organisation should provide millennials with limitless learning opportunities which could include things like tuition settlement programs, the implementation of e-learning opportunities, coaching from highly skilled personnel, on-the-job training and development work assignments and continuous feedback based on performance.

- **The Work Environment and Recognition**

Generation Ys believe that the organisation does not provide a flexible, interesting and motivating work environment to the millennial employees. It is, therefore, recommended that millennials be recognised for their input and efforts in the organisation in circumstances such as huge work assignments, role pressure and time restraints. Recognition of employees by the organisation could include things like individual feedback and approval from mentors or managers as well as assisting and continuously reassuring the millennial learner. Therefore, it should be noted that feeling appreciated and recognised plays a major role in the retention of millennial workers. Additionally, the organisation should provide millennials with an environment that supports flexibility whilst simultaneously providing them with interesting and challenging work assignments.

- **Recognition of Employees' efforts and ideas**

Millennials report that their efforts are not recognised within the organisation and their views/ideas are not heard or valued. Therefore, it is suggested that the organisation recognises millennials efforts and gives value to the views, ideas and opinions to reinforce that they are valued and are viewed as making a meaningful contribution to the organisation.

7.2.8.2 Generation Xers

The following recommendations aim to enable Generation Xers to overcome their challenges.

- **Innovation and Technology**

Generation Xers report that innovation within the organisation is not encouraged and adapting to the use of new technology is a challenge for them. Since Generation Xers have grown up using technology, it is clear that they desire greater access to technology (Bickel & Brown, 2005). Therefore, it is recommended that the organisation assist Generation Xers in becoming accustomed to using new technology in the workplace. This will enable them to be innovative and enhance their creativity in accomplishing work tasks timeously.

- **Lack of remuneration benefits/rewards and Promotion Opportunities**

Generation Xers perceive a lack of salary benefits and promotion opportunities within the organisation. Unlike earlier generations, today's new generation of workers consider remuneration benefits and rewards as important workplace motivators. In relation to remuneration benefits, the organisation can consider incorporating or introducing the total rewards model which combines monetary value, benefits and intangible rewards. In addition, the organisation can also reward its employees by giving awards, certificates, bonuses and even promotions to serve as motivating factors.

- **Employee Involvement**

Generation Xers report their absence in decision-making processes within the organisation. Hence, it is recommended that the organisation provides millennial employees with the continuous opportunity to participate in decision-making, especially when it involves the work they are given. This will greatly empower them and contribute to making their work assignments increasingly challenging and motivating.

7.2.8.3 Baby Boomers

The following recommendations aim to enable Baby Boomers to overcome their challenges.

- **Recognition and Rewards**

Baby Boomers report that they do not receive attractive monetary rewards and there are no fun things arranged for employees to participate in within the organisation. All employees, irrespective of their generation desire a work environment that consists of fun-filled activities. Hence, it is suggested that the organisation introduce fun activities into the work environment which will provide employees with a renewed motivation towards their work, thereby making it more meaningful, interesting and flexible. Furthermore, integrating a culture of fun in the work environment has numerous benefits for both the individual and the organisation such as greater zeal from workers, team cohesiveness, knowledge production, efficiency and creativity, worker satisfaction, organisational social responsibility and reducing the likelihood of absence and fatigue.

7.3 RECOMMENDATIONS FOR FUTURE RESEARCH

In the current study, only public sector employees were assessed. Future studies can include the private sector in order to enable comparisons. In addition, the current study only viewed the workplace values, characteristics and expectations of the three generations in the workplace (Generation Y, Generation X and Baby Boomers). Therefore, future studies can go on to look at managers'/employers' views on working with the three generations in the workplace and can undertake the study from a leadership perspective. This could be done by means of in-depth interviews. Future studies can also attempt to attain a larger sample size so that sample sizes per generation are larger, thus allowing for a wider variation of responses from participants. Future studies can also go on to investigate whether work values, characteristics and expectations of generations evolve over time, that is, as employees grow older, do their characteristics, workplace values and expectations change as such findings will have significant implications in ensuring a cohesive workforce?

The aforementioned recommendations are vividly and graphically presented in Figure 7-1 to enable more swift and effective implementation.

Figure 7-1: Recommendations of the Study

DIMENSION	RECOMMENDATIONS BASED ON THE RESULTS OF THE STUDY

Extrinsic values/rewards

- Continuous provision of good health and benefit plans to employees. Provision of attractive benefit packages including components such as funded holidays, ample paid leave and social security in addition to medical cover and retirement savings.
- Total compensation package for employees to include components such as strong base salary package, constant training opportunities, management style that encourages integrity & honesty and availability of work opportunities with different groups in a team environment.
- Provision of attractive and lucrative compensation package for millennials to successfully attract, recruit and retain them.
- Baby Boomers should be encouraged to mentor millennials; hence, provide them with some added attractive benefits such as paid vacation.

An interesting and motivating work environment

- Provision of meaningful and challenging work opportunities for all employees, especially millennials, which will ensure their continuous engagement, gaining of additional knowledge and skills, thus assisting to avoid poor work performance.
- Ensuring the involvement of millennials in decision-making on issues that relate to their work, thereby creating excitement and challenge in their work.

Flexible and efficient work environment

- Formulation of strategies to enhance greater work-life balance for Generation Xers and Baby Boomers, since the former has been found to place a tremendous amount of value on work-life balance; hence, their happiness in this regard influences the sharing of information and ideas, resulting in the growth and development of millennials. These strategies can include a variety of work-life balance opportunities for all, for example, flexible work schedules, options to work from home, telecommuting,, part-time employment, special vacation times, family and education leave. This will assist in empowering the organisation to retain the best and talented individuals.
- Provision of essential up-to-date-technology to millennials for greater flexibility and increased effectiveness to best accomplish work tasks in their work environment; hence, millennials can expand the benefit of technology to more tenured employees in the organisation by sharing their technological skills and can benefit from multiple mentors which is facilitated by technology. In this way, the return on investment in advanced technology will also be greater.

Workplace Fun

- Continuous engagement in corporate social responsibility activities by the organisation.
- Provide young employees with a work environment that is filled with fun and encourages creativity.
- Provision of a variety of fun activities and events for all employees within the work environment such as public celebrations of work accomplishments, entertainment and team-building exercises, recognition of employees' birthdays, marriages and work anniversaries, team auctions, productivity tournaments, and personal growth opportunities.

Learning and diversity

- The organisation should increasingly adopt team-based work activities and collaborative work structures that ensure generational diversity.
- Mentoring programs must be available and accessible to the millennial cohort.
- Old mentoring strategies should be replaced with more open and interactive methods and one-on-one mentoring should be replaced with the one mentee to many mentors scenario.
- Mentoring should also focus on various aspects to develop millennials holistically, for e.g., it should focus on enhancing career development, creating interest and motivation in the work environment, behavioural input and enhancing networks for interaction.

Constant growth and advancement in the workplace

- The organisation should continue making training and education opportunities available to all employees and should focus on various aspects in developing the individual as a whole.
- Regular and timeous, if not instantaneous, feedback based on performance as well as continuous acknowledgement, appreciation and encouragement should be given to all employees, especially millennials.
- The organisation should also offer mentoring to their employees through the reverse mentoring model or the two-way mentoring process.

SUCCESSFUL INTEGATION OF MILLENNIALS IN THE WORKPLACE

7.4 CONCLUSION

In conclusion, it cannot be overemphasised that the 21st century workplace is gradually undergoing a continuous transformation process as Baby Boomer employees slowly retire and the new cohort of millennial employees move into the work environment. However, it should be noted that such a transition brings with it a variety of rewards as well as challenges for managers and organisations alike. Therefore, managers and employers need to understand the vital role they play in ensuring the smooth transitioning of this new cohort of employees (Generation Y) into the workplace, which will, in turn, secure the future retention of the best and talented employees in today's workforce.

Undoubtedly, it is evident that the millennial generation brings with them exceptional and unique skills, talents and work characteristics that their predecessors (Baby Boomers and Generation Xers) do not share. Therefore, this study has served to highlight the key values and attributes held by millennials and has further recommended strategies and techniques that managers can implement to continuously nurture millennials' values in the workplace.

As a result, continuous organisational and individual growth, together with increased productivity is more achievable and sustainable, ensuring a win-win situation for all individuals involved. Hence, both managers and organisations in the present-day work environment bear the responsibility of ensuring the existence of on-going productive and harmonious working relationships between all three generations in the workplace as well as between managers and employees from all generations.

The recommendations of the study, depicted in Figure 7.1, when effectively implemented, can assist managers and organisations in achieving generational cohesiveness. This results in the possible attainment of the successful integration and management of millennials in the workplace, as well as the successful attraction and retention of the best and brightest millennial talents within the organisation.

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APPENDIX A:

QUESTIONNAIRE

Section A: Biographical data

Kindly complete the following by placing a cross (X) in the appropriate box:-

1. Age

21 – 26 years		1
27 – 32 years		2
33 – 38 years		3
39 – 44 years		4
45 years and above		5

2. Gender

Male		1
Female		2
Other		3

3. Race

African		1
White		2
Indian		3
Coloured		4
Other		5

4. Position in the organisation

Senior Level Manager		1
Middle Level Manager		2
Lower Level Manager		3
Employee		4
Other		5

5. Length of service in the organisation

Less than 1 year		1
2 – 5 years		2
6 – 10 years		3
11 – 20 years		4
More than 20 years		5

6. Level of education

Grade 9		1
Grade 12		2
Diploma		3
Degree		4
Post-graduate Degree		5

Indicate the extent to which you agree or disagree with each of the following statements, using the scale below:-

1 - Strongly Disagree (SD)

2 - Disagree (D)

3 - Neither Agree nor Disagree (NA/ND)

4 - Agree (A)

5 - Strongly Agree (SA)

No.	Statement	SD	D	NA/ND	A	SA
		1	2	3	4	5
	Extrinsic Values/Rewards					
1.	My organisation maintains salary levels that compare well with other organisations in this area.					
2.	I am satisfied with the total compensation package I receive in comparison to what I could receive for similar work from another organisation in this area of work.					
3.	My organisation maintains health benefits that compare well with other organisations in this area of work.					
4.	I worry about my job security.					
5.	I feel secure that I will be able to work for the organisation as long as I do a good job.					
6.	My job offers me a reasonably predictable and secure future.					
	An Interesting and Motivating Work Environment					
7.	I enjoy my current job because I find it to be challenging.					
8.	I am involved in decision-making processes that may affect my work.					
9.	I have sufficient freedom over how I decide or choose to do my job.					
10.	My job gives me the chance to decide independently on how to go about performing my work tasks.					
11.	I have enough authority to fulfill my job responsibilities.					

No.	Statement	SD	D	NA/ND	A	SA
		1	2	3	4	5
	Learning and diversity					
12.	My organisation promotes/encourages teamwork in the workplace.					
13.	The organisation I work for makes it easy for individuals from diverse backgrounds to fit in and be accepted.					
14.	In my organisation, employees are developed and advanced without regard to their gender or racial, religious, or cultural background.					
15.	My organisation provides me with the opportunity to learn from more experienced professionals.					
16.	My organisation provides me with a mentor for support and guidance towards career development and towards success within the workplace context.					
	Flexibility and efficiency of the work environment					
17.	My organisation provides me with a healthy work-life balance.					
18.	I am easily able to balance the demands of my work and personal/family life.					
19.	I have enough time away from my job to maintain adequate work and personal/family life balance.					
20.	I believe that integrating technology into the workplace is essential for individual and organisational success, which takes place in my organisation.					
21.	In my organisation, the availability of up-to-date technology in the workplace plays a significant role in providing me with greater flexibility and increased efficiency to accomplish my work tasks.					
	Fun in the workplace					
22.	I have a good sense of what makes my work meaningful.					
23.	I have discovered work that is meaningful and has a satisfying purpose.					
24.	I feel that my job is worthwhile to society at large.					
25.	My job gives me the opportunity to be directly helpful to others.					
26.	I find my current job fun and interesting.					
27.	My job gives me the opportunity to be creative.					
	Growth and advancement in the workplace					
28.	My organisation provides me with continuous training and development opportunities.					
29.	Education and training are fundamental aspects of my organisation's culture.					
30.	Education and training in my job improves my career perspectives.					
31.	My organisation provides me with opportunities for career progression.					
32.	I receive immediate feedback and recognition from my supervisor/mentor/manager.					
33.	I receive feedback on my performance from other people in my organisation (e.g. my manager or co-workers)					
34.	I am satisfied with the amount of recognition I receive at work when I perform well or do a good job.					

35. Rank the extent to which each of the following is important to you. Assign 1 to what is most important to you and 6 to what is least important to you.

35.1	Rewards.	
35.2	An interesting and motivating work environment.	
35.3	Learning and Diversity.	
35.4	Flexible and efficient work environment.	
35.5	Workplace fun.	
35.6	Constant growth and advancement in the workplace.	

36. Use just one phrase to identify what you believe your generation of employees will constructively contribute to organisational growth and success that other generations do not have or were less able to do?

_____

37. What challenges do you face in the organisation being from the youngest generation in the organisation with a different approach to life?

_____
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_____

THANK YOU!

21 August 2015

Ms Beatrice Elizabeth Nnambooze (210504632)
School of Management, IT & Governance
Pietermaritzburg Campus

Dear Ms Nnambooze,

Protocol reference number: HSS/0977/015M
Project title: Successfully Integrating and Managing Millennials in the 21st Century Workplace

Full Approval – Expedited Application

In response to your application received on 23 July 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Professor Urmilla Bob (University Dean of Research)
On behalf of Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor Sanjana Brijball Parumasur
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Debbie Cunynghame