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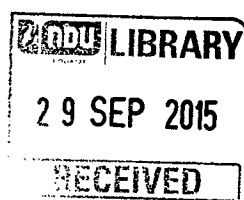
Discovering the presence of a Generational Gap in Lebanese firms

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Approval Certificate

DISCOVERING THE PRESENCE OF A GENERATIONAL GAP IN LEBANESE FIRMS

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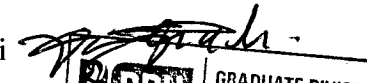
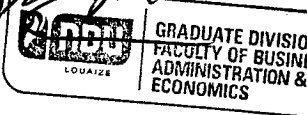
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26 March 2014

DECLARATION

I hereby declare that this Thesis is entirely my own work and that it has not been submitted as an exercise for a degree at any other University.

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A handwritten signature in black ink, appearing to read 'Jean Naccache', written over a horizontal line.

JEAN NACCACHE

ABSTRACT

The purpose of this study was to explore the behavior and opinions of the two largest age-groups working side by side in Lebanese firms in order to discover the presence or absence of a world-wide accepted phenomena, labeled the Generation Gap.

The procedure followed in the study consisted of a literature review which includes studies conducted in the United States concerning the generation gap present there. Then a survey was distributed to over two hundred potential respondents, this survey being made up of 23 questions divided into two groups, according to the age groups in question. This survey targets Boomers; born between 1946-1964 and Xers; born between 1965-1980, since they are two majorities in the workforce today. One hundred surveys from each generation were collected.

Once the data was collected, it was analyzed using the Statistical Package for the Social Sciences (SPSS) as well as Microsoft Excel in order to derive the statistical values required. Respondents were asked about five variables that have been recognized worldwide as being associated with the gap in question, these variables being: Loyalty to the firm, Respect for Authority, Technological Skills, Perception towards Teamwork and Motivation.

The main limitations faced throughout the study were the lack of any previously conducted research concerning the generation gap in Lebanon, and the strong cultural and traditional behavior of Lebanese people in general, which definitely has a strong effect on their behavior in the workplace as well as their predisposition to certain beliefs.

The purpose of this study was not only to shed light and identify certain behaviors or characteristics that could imply the presence of a generational gap; the results from the several tests concluded that in terms of Loyalty to the firm and Respect for authority, there is a generation gap, with Boomers receiving the higher rating, in terms of Technology, there is a generation gap, with Xers receiving the higher rating and finally in terms of Teamwork and Motivation, there was no significant difference found between the two groups.

Therefore human resources managers or managers in general can benefit from this study by understanding which topics cause friction between younger and older employees, and what is the most efficient way of resolving them.

Keywords: Generation Gap, Baby Boomers, Xers, Workforce.

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Chapter 1

Introduction

1.1 Background

Nowadays, change is one of the few constants. Technology is evolving continuously and the changes in global competition are frequently shifting the business landscape (Twenge & Campbell, 2008). One of the most difficult changes occurs when young and new employees are recruited into an organization where people have been working for possibly decades if not several years (Twenge & Campbell, 2008). In today's workplace, we find a great mix of employees operating together, side by side with people who are as young as their children or as old as their parents (Gursoy, Maier, & Chi, 2008).

To be precise, there are four generational cohorts that are currently sharing the workplace: the Veterans, the Baby Boomers, Generation X and Generation Y. These generations differ from each other in many ways, not limited to work-related attitudes, values, beliefs and perceptions of things (Wong, Gardiner, Lang & Coulon, 2008). These differences are resulting in a clash in work ethics and are creating cultural frictions. Managers have realized that failure to address these differences can lead to conflict in the workplace, misunderstanding and miscommunication, as well as lower employee productivity and morale (Wong et al., 2008).

On the other hand, managers are realizing that age, as well as culture, gender and other characteristics affect employees' hopes, learning styles and expectations. By understanding that, managers are able to increase productivity, employee morale and retention (Gursoy et al., 2008). Therefore, one of the biggest challenges that managers are facing today is how to deal with these differences in an effective way, in order to be able to lead a multigenerational workforce towards a common vision and achieve the organizational goals. Furthermore, researchers and scholars were prompted by this increased diversity in the workplace, to start studying its effects on both employees and organizations in general. The aim of these studies was to analyze the generational differences and offer appropriate and practical solutions to limit the negative effects of the frictions (Lester, Standifer, Shultz & Windsor, 2012).

1.2 Need for the study

Having different generations at the workplace is not a new topic; multiple generations have co-existed and worked together in the same organizations in the past, but distinct job descriptions as well as system hierarchy have always separated them from each other. For instance, middle-aged people have usually occupied middle management positions, while younger employees had the lower positions. Generational mixing was rare to find in most organizations, or it followed formal lines of communication and hierarchal structures or management styles (Gursoy et al., 2008). However, in the new globalized business era, the organizations' human capital and resources have changed significantly. Companies are striving to create a good work environment to create satisfactory experiences for their employees, as well as good relations with their colleagues and superiors, and rewards for their contributed effort and endeavors (Gursoy et al., 2008).

In Lebanon, the total labor force is estimated to be around 1.481 million, with 85.8% of it being employed by private organizations (The World Bank, 2012). With more young employees entering the workforce, along with the existence of middle-aged and older ones, we come to realize that generational differences might be affecting these Lebanese firms. As there isn't any research that has studied the potential presence of generational gaps nor its effects on Lebanese workers, we have decided to investigate these gaps to highlight the importance of generational differences in Lebanon, try to see their effects, and finally offer potential solutions that could remedy their negative results. This research will be the first of its kind in Lebanon, and would possibly constitute a significant empirical and documented examination of the generational differences in the labor force, the effects, and the solutions for companies to implement in order to successfully manage their most important asset: the workforce.

1.3 Purpose of the study

This study aims to examine the Lebanese labor force that is currently employed in private banks and private Lebanese business organizations. It will focus on the generational gaps and differences, to see if they actually exist, and to which extent they can affect the employee satisfaction, morale, performance and retention on one hand, and the organization's outcome and performance in general on the other. It will do so by evaluating each generation based on Loyalty

to the firm, Technological adaptability, Respect for authority, Attitude towards teamwork and Orientation of motivation.

Moreover, this research will follow empirical and mathematical methods to analyze the primary data that will be collected via survey questionnaires. It will investigate the problems caused by the generational gaps at the workplace in order to give the best and most appropriate solutions to be applied so to limit the negative effects of these gaps.

1.4 International Perspective

Generation gaps have been receiving a great deal of attention over the past few years all over the world. Newspaper stories, journal articles, consultant press releases, magazine articles and books are often tackling the subject of different generational cohorts at the workplace, which differ from one another in ways that are important to managers. Researchers and scholars from the United Kingdom, Canada, the United States of America, France, and many others, started investigating this topic in the early 2000s, with the admission of young workers to the labor market, collaborating with people who are sometimes as old as their grandparents. In fact, most researchers agree upon the impact of the generational gap on the organization in general and on the employees in particular. Consequently, they have begun creating strategies to bridge this gap, with several private and public organizations worldwide implementing worldwide accepted methods to bridge the generational gaps (The World Bank, 2012). For instance, the Office of Human Resource Education at Louisiana State University periodically organizes a comprehensive public training program for the public sector employees in order to raise awareness about the generation gap and teach them the most appropriate methods to bridge it and limit its effects (The World Bank, 2012). Likewise, Ms. Evelina Silveira, the president of “Diversity at Work” in London, dedicates its periodical to inform business professionals about the generational diversity at their companies, and offers them practical solutions to bridge the gaps that exist due to this diversity (Silveira, 2011). Also, the fire department at the city of Thornton organizes workshops to introduce the generational differences to its employees and bridge the gap through appropriate training methods and mentoring (Pedigo, 2011).

Therefore, we see that bridging the generational gap has become a major concern for most companies. For that reason, managers and business professionals now organize training and development programs and workshops to raise awareness on this subject. They use various

methods like coaching and mentoring, staff meetings, etc. to decrease this gap and limit its effects (White, 2011).

1.5 Brief overview of all chapters

In the previous sections, we introduced the topic of this research, emphasized on its importance, its purpose and main objectives, and why it is needed, especially in the Lebanese business sector. In chapter 2, we will introduce literature gathered from different sources, local and international, concerning the generation gap, its' causes and effects.

Chapter 3 will explain the aims and goal of this study and the choice of variables that will identify if there is a gap in Lebanon or not. This chapter will also show in detail how the data gathered through the survey will ultimately lead us to the final results.

Chapter 4 will display the results compiled through the statistical analysis from Chapter 3, as well as an in-depth analysis of these same results. Therefore this chapter will indicate if there is a gap, the differences between the generations in the workplace, and what the best methods of counteracting this gap are; leading up to our conclusive chapter, chapter 5.

Chapter 2

Literature Review

2.1-Introduction

There are currently four generations that share the private, public and banking sector. Although the number of individuals from each generation may differ, the fact remains that this diversity may be leading to a clash in work and behavioral ethics as well as cultural friction (Meriac, Woehr & Banister, 2010). However, having a diversified generational cohort in business is not a recent trend. Workplaces have never been a single-generation monopoly, and usually employed two or three generations. Although most workers retired at the age of 65, nowadays, many are staying active in the workforce well into their 70s, and sometimes after (DeAcetis, 2013). Entry level workers have always entered employment for the purpose of gaining experience, building a career and advancing throughout their lives. On the other hand, seniors have long been serving as mentors, supervisors and managers. Although, for the first

time in history, we have four generations sharing the workplace, the clash and the tension between them have existed for a very long time (DeAcetis, 2013).

In this literature review, we will thoroughly examine the characteristics of these generational cohorts, their beliefs and work ethics. Then we will define the generation gap and its effects on people in general and on the organization in particular. This chapter will look at the previous research that has tackled the generational gaps and the methods suggested for bridging it in order to diminish its negative effects in the workplace, these studies will be a mix between international studies and local Lebanese studies. Finally, we will carefully study the case of Lebanon: its demographics in general, its work force and its characteristics, ultimately leading to our research questions which will be the basis of this research study.

2.2 Types of Generations

In her book “Generations at work: Managing the Clash of Veterans, Boomers, Xers, Nexters in Your Workplace”, Mary Mack identified four different generations that are currently in the workforce: the veterans, the baby boomers, generation X and generation Y or Millennial. This would imply that there are multiple differences on many levels: values, ideas, communication and ways of getting things done (Mack, 2010). However, we must clarify that of these four generations, the largest portion of the workforce consists of Boomers and Xers (Stuart, Surette & Lyons, 2008). We will proceed by listing each cohort’s background, characteristics and work ethics.

Veterans

Background

Veterans, also referred to as “Traditionalists”, “Greatest Generation” and “Depression Generation”, are generally defined by demographers as born before 1945 (1900-1945). This generation is very different from its peers, for they have been through war and economic depression that affected their lives and their perspective on things (Beutelle & Wittig-Burman, 2008). In fact, their only aim when they were coming of age was survival. They grew up in families that were strict and conservative, in a time where many world-changing events took

place, and faced many hardships throughout their lives (Office of Human Resource Education, 2012), ultimately shaping the characteristics and work ethics we will be reviewing next.

Characteristics

Because of the difficult times that veterans have been through, their characteristics and life values are usually very different from the ones of other generations; working with them is unlike working with people from younger generations (Office of Human Resource Education, 2012). They are different because they possess traits that the younger generations neglected, such as being patriotic, faithful and just (Sudheimer, 2009). Also, traditionalists were raised in a paternalistic environment, which made them respectful of authority and submissive. For that same reason, they are loyal, disciplined, and pay respect for family. As their name describes them, the members of this generation are traditional; they value security, safety, commitment and conformity (Kane, 2013).

They are also perseverant, financially conservative, dedicated and loyal. Honor and sacrifice are their life principles. In addition, they value rationality and pragmatism (Office of Human Resource Education, 2012). However, veterans face difficulties when it comes to technological tools and methods, and are less adept than their colleagues (Kane, 2013). Finally, traditionalists are generally very modest, and for them life, as well as success, are very fragile (DeAcetis, 2013).

Work Ethics

The veterans' work ethics are highly influenced by their background and characteristics, furthermore, these three are very closely interrelated. In fact, veterans, who came to be submissive and respectful of authority because of the way they were raised, show the same respect at the workplace (Office of Human Resource Education, 2012). They always seem to need a strong leader and a person in charge to enforce rules and regulations and execute policies. They are dedicated workers who believe in law and order, and in having their achievements through hard work and perseverance (Office of Human Resource Education, 2012). Loyalty, one of their personal traits, is also present in their work ethics, as most traditionalists tend to stay in one company for their entire lives and remain faithful to one employer (Mack, 2010). Moreover, they choose a job that is satisfying and most adherent to their own morals and values (Stuart et al., 2008). Finally, the most important thing to keep in mind is that veterans are the ones that

offer a great deal of wealth through knowledge, experience and greater comprehension of the work operations both inside and outside the workplace, and that should be appreciated. This knowledge is critical (Office of Human Resource Education, 2012).

Nowadays, the number of veterans that are still active in the workplace has greatly decreased; most of them are retired and the few that remain generally occupy a managerial or leadership position (Mack, 2010). They usually manage with a command-and-control leadership style (Office of Human Resource Education, 2012), which means being goal-oriented, authoritative and decisive with clear tasks in mind (Sloane, 2013). In the United States the remaining veterans in the workforce represent approximately 6.5% of the total workforce (Mack, 2010).

Baby Boomers

Background

Baby boomers (hereinafter boomers), also known as “Lost Generation”, portrayed the 17 million births that succeeded the Second World War, born between 1946 and 1964, making them the largest segment of the workforce until today (Beutelle & Wittig-Burman, 2008). They were the first generation to be raised in a child-centered upbringing. They were brought to life to enjoy it and not worry about economic necessity (Office of Human Resource Education, 2012). The events that shaped the U.S.A boomers were the assassinations of John Kennedy, Robert Kennedy, and Martin Luther King, the cold war, the women’s rights movements and the civil rights’ movements. In addition, during this period, the roles of work and family witnessed several changes due to the new social functions and roles of men and women (Beutelle & Wittig-Burman, 2008). Furthermore, it was an era of social and cultural chaos; women entered the workforce and men were pressured to be more family-oriented. Consequently, boomers became less familiar with the traditional family and faced a lot of work-family conflict (Beutelle & Wittig-Burman, 2008). Boomers also represent the first generation that had to care for their aging parents, children, and grandchildren simultaneously while planning for their own retirement (Office of Human Resource Education, 2012).

Characteristics

Naturally, because they were raised in an era of optimism, boomers are characterized as being optimistic and possessing a belief that everything is possible and achievable if you work hard enough (Stuart et al., 2008). They tend to be individualistic and self-absorbed, willing to seize the moment and take advantage of the current situation without second thoughts. Because they grew up in times where many social and civil movements were taking place, they tend to focus a lot on social causes (Beutelle & Wittig-Burman, 2008). However, they only came to be individualistic in young adulthood when they start exploring the self (Twenge & Campbell, 2008). Boomers anticipated finishing their education and graduating from their schools in order to later on work their way up in the workplace. However, most of them are tertiary educated (Busch, Venkitachalam & Richards, 2008). Studies from different years showed that boomers are unwilling to learn new things and pay little attention to self enhancement; they are motivated by power and tend to appreciate altruism and intellectual stimulation. They tend to seek a comfortable and exciting life and social recognition at work (Parry & Erwin, 2011). Finally, baby boomers are idealistic and driven (Wong et al., 2008).

Work Ethics

By the time baby boomers entered the workforce, veterans had already been there and managing with a command- and- control leadership style (Office of Human Resource Education, 2012). At this point, like the predecessors, they have been in the workforce for decades. They are hard workers and not very demanding (Office of Human Resource Education, 2012). They believe that all the work they endure will pay off until ultimately they receive recognition and reward. Like the veterans, they seek job security and consider that their organization will take care of them until they retire (Office of Human Resource Education, 2012). They are also participative leaders who expect efficient and effective work from their subordinates and peers (Stuart et al., 2008); nonetheless, they are not “bossy” supervisors or managers as most people tend to think (Gravett & Throckmorton, 2007). It has been long known that boomers “live to work” (Beutelle & Wittig-Burman, 2008), and prefer a stable working environment (Wong et al., 2008). On the other hand, one of the most important things to boomers in the workplace is respect. It is considered the key to communicating and working with them properly. In fact, boomers often seek to earn, be shown and given respect for their contributions, their skills, their knowledge and wisdom, and for what they are offering and putting in for their organizations

before their retirement (Office of Human Resource Education, 2012). All of this makes up boomers' well established credibility, efficiency and loyalty. Also, boomers like developing relationships at the workplace as well as knowing that their managers and subordinates care for them. Boomers are excellent team players and usually solely focus on the output and the process itself (Mack, 2010). They consider that the job status is very important and that the best way of communicating is through face to face communication (Mack, 2010).

Generation X

Background

In his book "Generation X: Tales of an Accelerated Culture", Douglas Coupland was the first to suggest the concept of Generation Xers being separate and different from their precedent cohorts, the baby boomers (Coupland, 1992). Demographers generally define this generation as being born between 1965 and 1980. Generation X (hereinafter Xers) is the smallest of the four cohorts, with approximately 46 million members (DeAcetis, 2013). This generation is also referred to as the Latchkey generation because many of its individuals growing up during this era in dual income families. However, Xers were the ones to experience the highest parental divorce rate, which left them getting raised in single-parent homes, as well as blended families (Young, Sturts, Ross & Kim, 2013). As a result, they were responsible of taking care of themselves as kids, which helped shape them into being independent and self-reliant individuals (DeAcetis, 2013). And they were the most unsupervised generation which also contributed to their self-governance (Office of Human Resource Education, 2012). Unlike their earlier cohorts, Xers looked up to individuals found on TV, in the movies, or in a rock band (Gravett & Throckmorton, 2007). On the other hand, Xers tend to be technologically savvy; they were the first to play video games, they witnessed the music industry evolve from records, eight-track tapes and cassettes to CDs, DVDs, MP3s and more. Microwaves and TVs were always available with improvements brought to them each year. More importantly, Xers were the first generation to start using computers as their prevalence took off during their lifetime (Gravett & Throckmorton, 2007). In addition, the emergence and spread of the internet, cell phones, pagers, answering machines, voice mails, beepers, PDAs, and laptops carved their way through Xers' lives and took their toll on the following generations making technology essential for everyday life (Gravett & Throckmorton, 2007). Additionally, Xers saw the fall of the Soviet Union,

multiple acts of terrorism, and an economical recession that left many of their parents (who are boomers) jobless (Penn - Behavioral Health Corporate Services, 2008). All of that formed the characteristics of generation X which we will discuss in the following section.

Characteristics

As mentioned earlier, Xers were raised in dual-income families, as well as broken ones; those whose parents stayed together saw the rupture of other families (DeAcetis, 2013). Consequently, they became more independent, reliable and self-sufficient than their generational cohorts. This also made them cynical in regards to life in general, pessimistic and skeptical (Wong et al., 2008). They grew up afraid, with no or little trust because of events such as Iran Contra, Castro, the scare of a nuclear war, and AIDS (Gravett & Throckmorton, 2007). On the other hand, this made them goal-oriented and very eager to prove themselves (Office of Human Resource Education, 2012). They saw their parents give and sacrifice for their organizations, causing, in one way or another, the high rate of divorce among them because of their absence from home. Hence, we see Xers caring about their relationships, their friends and family and creating a balance between their careers and their personal lives (Young et al., 2013). They are very well educated (Stuart et al., 2008), but unlike their parents, they are detached, with no connection to the traditional institutions like schools, churches and corporations. As a result, they turned out to be very careful in regard of these foundations, relying more on creativity and originality in order to survive (Office of Human Resource Education, 2012). This creativity turned into entrepreneurial skills which are still seen today as 80% of new businesses in recent years were established by Xers (Mack, 2010). Xers place high importance on leading multidimensional lives (Busch et al., 2008), are flexible and find it easy to adapt to almost everything: people, places, and circumstances (Office of Human Resource Education, 2012). Finally Xers like to keep their options open, maintaining a contingency plan in case something went wrong, and never limiting themselves to one employer (Gravett & Throckmorton, 2007).

Work Ethic

The generation X's work ethics have been greatly influenced by the economic situation during that era. In fact, the economy has been recessed throughout the majority of their lives, due to oil deficiencies, terrorist aggression and sky-scraping inflation rates (Gravett &

Throckmorton, 2007). Not only have Xers seen their parents get laid off from corporations for which they had dedicated and sacrificed their entire lives, but upon their graduation from college, they saw themselves facing a tight labor market with scarce resources and a jobless economic recovery (Stuart et al., 2008; DeAcetis, 2013). As a result, Xers are often perceived as cynical and skeptical workers who are not keen on traditional formal work etiquette and prefer being in an informal work environment, and having fragile work ethics with no or little loyalty to their employer (Twenge, 2010; Wong et al., 2008). This also taught them to always keep their options open and never put their eggs in one basket (Gravett & Throckmorton, 2007). Consequently, Xers have lower organizational commitment than their precedent cohorts (Costanza, Badger, Fraser & Severt, 2012), are often apt to move between jobs and looking for more challenging options, seeking one that pays a higher salary or offers more benefits (Wong et al., 2008). In addition, unlike their parents, Xers are indifferent and unimpressed with authority, and are said to challenge it most of the time with emphasis on their own autonomy and independence (Twenge, 2010; Wong et al., 2008). Their autonomy is often regarded as an intangible reward and a motivational tool for them (Lester et al., 2012). They were the first generation to put importance on fun in the workplace (Wong et al., 2008) and are striving to achieve a work-life balance by prioritizing family and friends and leaving work to come second after them (Young et al., 2013). For that reason, Xers prefer to work with flexible working hours and adjustable schedules in order to meet their personal values, regarded as more important than their work values (Office of Human Resource Education, 2012; Wong et al., 2008). They also expect work to be interesting, challenging and stimulating (Stuart et al., 2008). They are technologically savvy and therefore prefer communication via technology, avoiding unnecessary face-to-face interactions. However, they value and rather expect direct communication and feedback from leaders (Lester et al., 2012).

Generation Y

Background

Generation Y, whose members are mostly known as Millennials, are born between 1981 and 2000. They're the newest generation in the workforce, growing fast and strong (DeAcetis, 2013; Office of Human Resource Education, 2012). They are the most diverse generation, as well as the most diversity tolerant (Young et al., 2013). This generation is typically driven by

technology (Lester et al., 2012); they have had access to cell phones, pagers, computers, laptops, video games and most importantly the internet all their lives, which explains their global perspective since they are used to having technology as part of their lives (Office of Human Resource Education, 2012). Similar to their precedent cohorts, millennials grew up in dual income families and high divorce rates, making them spend most of their early childhood in daycare. However, the reigning parenting styles at that time were very different; discipline through slapping or verbal insults were considered as child abuse, punishment were executed using timeouts or similar methods. Millennials' parents wanted to protect them from all the despair and misery that the world was tossing at them (Gravett & Throckmorton, 2007). They taught them not to trust anyone, to fear strangers where anyone is considered to be a stranger and to stay safe by avoiding activities such as playing outside or going anywhere alone. As a result, their perspectives on things were greatly affected (Gravett & Throckmorton, 2007) as we will see later on. Members of this generation have seen several events throughout their lives, events that helped shaped their personalities: school shootings, assassinations, wars that have been broadcasted on TV, terrorist attacks and many others. At the same time, they've lived through a time where they, as teenagers, were able to get a part time job, with a technological driven basis, and make money, even more than their parents do sometimes, enhancing their entrepreneurial sense and skills (Gravett & Throckmorton, 2007).

Characteristics

Millennials' background and parents are what assisted in forming and developing their characteristics as we shall see. Since they are technologically driven, members of this generation tend to appreciate various methods of communication from face-to-face contact, to distant and electronic communication via emails, text messages, video calls and the like (Young et al., 2013). Furthermore, a wide variety of platforms is at their disposal facilitating the process of providing, acquiring and gaining information. Also, a diverse range of social media platforms (example: Facebook, Twitter, YouTube, MySpace, LinkedIn, etc) allows them to interact with other people regardless of where they are located on the globe, and to take part of communities and groups that share the same interests and practices (Deal et al., 2010). This huge amount of information at their fingertips has given them a sense of empowerment - viewed by their cohorts as entitlement - (DeAcetis, 2013), giving them a big boost of self-esteem and making them

confident, assertive but somehow narcissistic (Deal et al., 2010). Alternatively, it has made them very educated and “the most sophisticated consumers in history”, as noted by the president of a consulting firm: Lisa M. Aldisert (DeAcetis, 2013). Furthermore, millennials are capable of researching for the products as well as the opportunities they want and need (DeAcetis, 2013).

On the other hand, millennials are believed to be very conscious, both socially and environmentally (Costanza et al., 2012). In reality, they seek to preserve the environment, globally and not just locally, and that’s because they are concerned about the future. Also, they commit themselves to any social or civil value that adheres to their beliefs. They accept and even defend diversity in almost everything; sexual orientation, race, gender, ethnicity and so on. Being confident goes hand in hand with being very open and expressive, so we see millennials dressed differently, with accessories, jewelry and hair colors that make them stand out of the crowd (Gravett & Throckmorton, 2007).

Work Ethics

As seen earlier, millennials have an international and global perception on almost everything due mainly to the constant use and availability of the internet and technology in all aspects of their lives. The inflow of millennials to the workforce has both an advantage and a downside; they are generating great chances to change the workforce and in contrast causing problems (Office of Human Resource Education, 2012). The millennials’ sense of empowerment which we’re mentioned previously, leads them to seeking and collecting experiences from their surrounding in general and their workplace in particular (DeAcetis, 2013). Like their precedent cohort generation X, members of generation Y target organizations that would endorse training and development programs in order to develop their skills, and create challenging opportunities for them to gain the largest amount of experiences (Office of Human Resource Education, 2012; Wong et al., 2008). This was made even greater due to their parents’ huge emotional support (DeAcetis, 2013). Thus, they are very comfortable with change and give little importance to job security (Wong et al., 2008) but strive to build and have career security instead (Office of Human Resource Education, 2012). Millennials are generally optimistic in their workplace, able to multitask and prefer to work with colleagues in an environment that fosters team-work and team spirit, because they value collective actions, and with subordinates with whom they can relate appreciate their efforts and recognize it (Lester et al., 2012). They are also driven and inquire a lot from their workplace (Wong et al., 2008) which they strive to turn into a culturally sensitive

and fun (Lester et al., 2012). This is also due to the fact that millennials, like the Xers, aim to have a work-life balance where they'd be able to enjoy their work while putting engagements with family and friends first (Lester et al., 2012).

The relationship that exists between members of generation Y and their bosses is very essential and crucial for them to decide whether to remain in the organization or work elsewhere. In fact, they have high expectations of the managers or supervisors and expect them to be open to give and receive feedback (Office of Human Resource Education, 2012). Moreover, they value quick responses and instantaneous feedback through the technological tools that they have available, and specially feedback from their leaders (Lester et al., 2012). They also appreciate managers respecting their opinions and points of view as well as an ability to recognize both individual and collective efforts (Office of Human Resource Education, 2012). Finally, millennials value being responsible and contributing inputs into decisions as well as actions (Wong et al., 2008).

2.3 The Generation Gap

Definition

To define the generation gap, we have to start by defining the term "generation". This term has several definitions in the literature, that, although alike, have developed over time (Costanza et al., 2012). It started with Mannheim in 1952 when he described generations as being social structures where groups of people of a certain age are shaped together by historical and social events. In other words, generations are cohorts of equally aged people who have had similar experiences and witnessed common historical events (Mannheim, 1965). Then in 1965, Ryder repeated this idea and elaborated "a generation is an aggregate of individuals who experienced the same event within the same time interval". After that, in more recent studies, Kupperschmidt redefined the generation, with emphasis on the importance of the developmental stage, as "an identifiable group that shares birth years, age, location, and significant life events at critical developmental stages". Commonly, a generation is a group of individuals, who roughly belong to the same age group, that have gone through and been shaped by similar series of events and historical episodes during critical periods of their lives, mainly childhood, adolescence and early adulthood (Costanza et al., 2012).

We now move on to defining the generation gap, and discuss its effects on the workplace and the organization in general. A generation gap has been defined in several ways; we will mainly use the ones suggested by dictionaries. The Oxford dictionary defines the generation gap as “the difference of attitudes between people of different generations, leading to a lack of understanding”. While the Collins dictionary defines it as “the set of differences in ideals, attitudes, experiences, etc. that exist between an older and a younger generation of people living at the same time”. In the following section, we will talk about the effects of this gap on the workplace and the organization.

The generation gap’s effects on the workplace and the organization

For the first time in history, we can find four generations sharing the workplace and working all together to achieve their organization’s goals (DeAcetis, 2013). Having detailed each of these generations’ backgrounds, characteristics and work ethics previously, we can easily deduce that these differences will have an impact on the workplace. In fact, one of the biggest challenges that managers face nowadays is how to manage and lead a multigenerational workforce (Lester et al., 2012). From that perspective, these people who are in charge must know these generational differences with regard to several important factors like work values, job satisfaction, different motivational tools, retention and how to create and make an agreeable and enjoyable workplace for all of the four generations (Young et al., 2013). When an organization is unable to deal correctly with its diverse workforce, it suffers many negative consequences. It can lose money, as well as opportunities - of growth, expansion, higher profitability, etc - due to the misperceptions and misunderstandings about generations in their workforce (Gravett & Throckmorton, 2007). As was stated earlier, because employees from diverse generations grew up in a different era, their ways of talking and communicating differ. This leads to frictions among them and cross-generational conflicts, which, in turn, affects productivity, morale, and customer satisfaction (Gravett & Throckmorton, 2007). As a result, it becomes more difficult to retain employees who may be very skilled and of high value to the company. Given that people are one of the most important resources of an organization, employee turnover has an effect on its profitability (Gravett & Throckmorton, 2007). Furthermore, generational differences can affect recruiting and managing (Meriac et al., 2010), as well as decision making processes, workplace desires and behaviors (DeAcetis, 2013). In the following section, we will present the

theories suggested by researchers and professionals to minimize the generation gap, how to deal with the generational differences in order to have the best organizational outcomes and reduce the frictions that can occur because of these differences.

Generation gaps around the world

In 2011, AchieveGlobal.Inc conducted a survey to study the existence of generational differences in various workplaces around the world - USA, UK, Germany, China and Singapore- and to highlight its effects on employees' collaboration and productivity. Researchers found that generational gaps create similar effects on individuals and on companies, where miscommunication always leads to conflicts. On the other hand, the survey confirmed that employees from all age groups and geographic regions still endorse significant age differences despite having had painful experiences (Blauth et al., 2011). In a separate study, Wallace Immen (2001) conducted a study in the Canadian workplace to highlight the appropriate strategies used to motivate the diverse workforce, which concluded that different generations require different methodologies, emphasizing on the gap that exists and how to bridge it. It is clear then, that generational differences exist in various countries from around the world, and that professionals are working on limiting their effects on the organizations as well as on the employees.

2.4 How to bridge the generation gap at work

In order to nurture an atmosphere of shared acceptance and create a climate where employees from different generations feel appreciated, it is important to establish an understanding of the characteristics, attitudes, and work ethics of each generation. Ignoring these differences can have pitfalls; frequent escalating misunderstandings and disagreements would have bad influences on daily operations, resulting in low productivity and retention rates as well as overall employee dissatisfaction (Penn - Behavioral Health Corporate Services, 2008). Studies have shown that if organizations encourage, understand and find the shared values of all four generations, they can successfully adapt to this diversity, embrace change, resolve and even prevent generational conflicts (Stuart et al., 2008). For example, by joining technologically savvy millennials with ethics-driven veterans organizations would create the right blend of strengths and knowledge needed to resolve productivity limitations, (Stuart et al., 2008).

It is important for employers to realize that a multigenerational workplace leads to a diversity of thought, competencies and perspectives. In fact, these diversities are at the basis of better decision-making, superior creativity, innovation and new opportunities for development and growth. Given that the success of any tool aiming to bridge the generation gap at work must be visibly and sustainably supported by the organization's leadership, it is recommended that managers are provided with an overview of the different characteristics and values of each generation in order to prepare and coach them to change their managerial styles and keep up with the challenge brought on by the generational diversity (Stuart et al., 2008).

In addition, there are several techniques that help minimize the cultural friction that employees are prone to face. It has become critical to offer and provide employees with information sessions and sensitivity training, so to encourage discussions, interactions and communication and to raise awareness (DeAcetis, 2013). Employees of different generations work better in an environment where they are can express themselves and learn from each other while achieving a mutual objective (Gravett & Throckmorton, 2007). Another way to accomplish this goal is to facilitate intergenerational understanding by encourage one-on-one relationships such as mentoring. Mentoring would reduce the risk of conflict, lead to intergenerational communication and transfer of skills and knowledge (Stuart et al., 2008). Additionally, mentoring presents an opportunity for boomers and millenials to express their expectations of each other, specifically in terms of respect; which, as stated above, is an important virtue for both, although they define it differently from each other- boomers feel respected when someone disagrees with them, while millennials define respect as listening to what they have to say (Wong et al., 2008).

Knowing that traditionalists, baby boomers, Xers and millennials all have different characteristics, the best way to deal with them in the workplace is to do so according to their own perspective, insuring better results and communication (Office of Human Resource Education, 2012). We will now discuss the best practices to be used for each generation in the workplace.

Veterans

- As mentioned earlier, veterans place a big importance on hierarchy and power. They respect the command-and-control structure, abide by “do as you're told”, expecting respect and obedience in return (DeAcetis, 2013). For that reason, one must honor their chain of

command at work, where respect of authority is mutually given and received (Penn - Behavioral Health Corporate Services, 2008). They also expect respect when it comes to communication; preferring personal or face-to-face communication (DeAcetis, 2013).

- Traditionalists are the ones who know the company very well and have spent most of their lives working there and building its legacy. Therefore, one must recognize the importance they accord to job security (Penn - Behavioral Health Corporate Services, 2008) and acknowledge the attention they give to their department and organization (Gravett & Throckmorton, 2007).
- They are very knowledgeable about their company and have gained experience and insights throughout the several years spent there; they know the company's history because they took part in it (Lester et al., 2012). For that reason, one must value their experience (Penn - Behavioral Health Corporate Services, 2008) and work on transferring the knowledge they have to the rest of the company because it would be a useful source of strength (Office of Human Resource Education, 2012).
- As we've seen previously, traditionalists are very loyal to their company and usually stay with one employer for a life-time. Hence, one must appreciate their dedication to the years spent in service and sacrifice (Penn - Behavioral Health Corporate Services, 2008).
- When giving feedback, it is best to be straightforward with the veterans no matter what the outcomes or results are. Veterans are more comfortable with a limited structured review process (DeAcetis, 2013).

Baby Boomers

- Perhaps one the most important thing that baby boomers focus on is to be shown respect; respect for their contributions to their companies, skills, knowledge and wisdom (Office of Human Resource Education, 2012).
- Boomers, like veterans, prefer face-to-face communication, with full attention being granted to them; multitasking is usually interpreted as disrespect and rudeness (Penn - Behavioral Health Corporate Services, 2008).
- Boomers also have a wide knowledge of the company and can be a great source of institutional experience and information (Office of Human Resource Education, 2012), which

is why it is important to learn the corporate history from them (Penn - Behavioral Health Corporate Services, 2008).

- It is also important to give boomers recognition by listening to them, honoring their skills, opinions and potential (Office of Human Resource Education, 2012).
- Boomers have a desire to lead, however they like working in teams. For that reason, it is important to help them differentiate between the two, and provide them with the necessary support so they feel valued as team members and know that their input is needed for the team's success (Gravett & Throckmorton, 2007).
- When giving them feedback, a coaching-style is preferred, as it shows them what they did wrong and where they need to improve (Office of Human Resource Education, 2012). Boomers often seek to receive feedback or recognition in the form of a promotion, a bonus or a raise (DeAcetis, 2013).

Generation X

- As we saw previously, generation X believes in career security and not job security. They work to accumulate skills and experience over the course of their life. Therefore, it is recommended to have training and development programs for Xers, as well as tools and techniques for them to achieve the required goal (Gravett & Throckmorton, 2007; Office of Human Resource Education, 2012).
- When it comes to communication, Xers prefer indirect communication through the use of technology. However, it must be clear, concise, brief, direct and on an as-needed basis (DeAcetis, 2013; Gravett & Throckmorton, 2007); Xers value their time and hate wasting it; this is why they save it for issues that require face-to-face meetings (DeAcetis, 2013).
- It is important that Xers have access to flexible work arrangements. This implies having flexible schedules, means of communication and tasks (Office of Human Resource Education, 2012). They seek autonomy and want to be given space and freedom in their workplace to do things their own way (Penn - Behavioral Health Corporate Services, 2008).
- Xers also want to be able to communicate with their managers and supervisors who are the decision makers in their organization, for the purpose of being able to take part in the decision making process themselves. They are skeptics when it comes to the competence of their leaders and believe that they are not necessarily any better than they, themselves, are

(DeAcetis, 2013). They want to be assigned challenging work with increasing responsibility, to be trusted to accomplish their jobs, which makes them confident in their abilities and potential, along with an increased feeling of empowerment (Office of Human Resource Education, 2012).

Generation Y

- Millennials crave challenge in their jobs. They usually want to work on things that really matter; if they are given more responsibility, they feel appreciated for their accomplishments (Penn - Behavioral Health Corporate Services, 2008).
- Millennials usually prefer electronic communication in all aspects (DeAcetis, 2013). However, it is important that one gets to know each individual of generation Y and his/her capacity and competence because by building relationships with them they would feel more involved and therefore would relate more to their company (Office of Human Resource Education, 2012).
- Another problem that millennials face is how they are treated in the workplace, usually as “kids who know nothing”. This causes a high turnover among them. Millennials must be treated like adults, with respect, and as colleagues or associates and not subordinates. This would lead to creating a strong relationship with them (Office of Human Resource Education, 2012).
- Millennials are the generation that appreciates feedback the most (DeAcetis, 2013). It must be instant, frequent and worthwhile (Penn - Behavioral Health Corporate Services, 2008). However, one must avoid giving negative feedback and focus on the positives, something they would consider as constructive and would help them improve in the future (Office of Human Resource Education, 2012).
- One must be flexible with the millennials and customize their schedules and assignments. In fact, they appreciate a manager/supervisor that understands that they might be still going to school or have other commitments while recognizing their ability to multitask and get the job done (Office of Human Resource Education, 2012).
- Millennials welcome mentoring and see it as a way to learn from the elderly for whom they have respect. They seek to improve and gain new experiences from others (Office of Human Resource Education, 2012).

- The millenials' concepts of authority are blurred and they always seek to question their leaders (DeAcetis, 2013). However, they can be excellent team players if they feel valued, and respond well to collaborations. However, they tend to respond poorly to an autocratic style of leadership. Instead, they want to see their contributions appreciated (Penn - Behavioral Health Corporate Services, 2008).

The following table summarizes the learning characteristics and instructional strategies that we've previously discussed.

Table 1: The Dynamics of a Multigenerational Workforce (DiGiencinto, 2010)

	Veterans (1900-1945)	Baby Boomers (1946-1964)	Generation X (1965-1980)	Generation Y (1981-2000)
Learning Characteristics	<ul style="list-style-type: none"> • Are highly idealistic • Are loyal to organization • Expect to receive loyalty • Hate technology • Give and expect to receive respect • Consider that authority is everything 	<ul style="list-style-type: none"> • Are highly idealistic • Are loyal to organization • Expect to receive loyalty • Love-Hate relationship with technology • Are career-oriented • Are workaholics • Answer easily to authority • Prefer documentation 	<ul style="list-style-type: none"> • Are cynical • Are skeptical • Are independent (Latchkey Kids) • Are problem-solvers/resourceful • Defy Authority • Are reality-driven • Distaste "touchy feely" • Are technology competent • Resist hierarchy • Are Multi-taskers 	<ul style="list-style-type: none"> • Are optimistic • Are confident • Are sheltered (Year of the child) • Are team oriented/Collective action • Accept authority more • Are pressured about grades • Expect technology • Are highly achieving • Are mosaic learners (Internet surfers)
Best practices	<ul style="list-style-type: none"> • Establish communication as a key strategy • Provide direct feedback as things are • Value their knowledge and learn from them 	<ul style="list-style-type: none"> • Establish communication as a key strategy • Provide personal investment statements • Like a step-by-step road map to knowledge • Learn by doing "on the job" • Like graphics and bulleted lists 	<ul style="list-style-type: none"> • Establish communication as key strategy • Like clear instructions • Make assignments "real-world" • Tell them why topic is relevant • individual work/projects • Incorporate technology • Like games, skits, 'edutainers' • Like case studies 	<ul style="list-style-type: none"> • Establish communication as a key strategy • Give clear objectives/standards • Give clear evaluation criteria • Want self-assessment items • Like group activities/projects • Prefer coaching • Incorporate technology • Like simulations, Case studies • Provide fast feedback

Group Practices

While generational differences can be significant, it is important to create an atmosphere of mutual acceptance where every employee feels valued. For that reason, it is critical to establish an understanding of the various characteristics that each generation has (Penn - Behavioral Health Corporate Services, 2008). The most important factor to achieve this atmosphere is communication (DeAcetis, 2013). In fact, researches showed that people communicate based on their generational backgrounds, and communication covers almost all the functions that exist at the workplace (Office of Human Resource Education, 2012). Training and development programs, as well as mentoring, have become essential and even crucial for creating a successful work environment, by providing employees with the tools and strategies to work together effectively (Penn - Behavioral Health Corporate Services, 2008).

One of the most effective and efficient strategies that organizations can adopt to manage well across generations is called the ACORN Imperatives (Office of Human Resource Education, 2012). It calls upon management to:

Accommodate employee differences: This includes getting to know the organization's employees as if they were its customers, and learning about their needs and wants in order to serve them according to their preferences; letting the employees control their own schedules because flexible scheduling has always been one of the most desirable work arrangement; Allowing control over location so employees are encouraged to use their creativity in the workplace; treating all employees as peers where age and status are put in the background of the generational management; giving employees training and development programs; and going beyond traditional mentoring and classroom training (Office of Human Resource Education, 2012).

Create workplace choices: Letting go of the traditional workplace environment and organizational models, and allowing the workplace to take the form that corresponds best to both employees and customers (Office of Human Resource Education, 2012).

Operate from a flexible and sophisticated management style: Having managers that are flexible with leadership styles, dependable upon the situation, that know when and how to make the right decisions, aiming to earn the trust of their employees (Office of Human Resource Education, 2012)

Respect competence and initiative.

Nourish retention: Diminishing turnover and the high cost that organizations bear because of it, by keeping the right employees and hiring the right person for the job (Office of Human Resource Education, 2012).

2.5 Lebanon

In the following section, we will illustrate Lebanon's demographics and its major constituents, as well as look further into the demographics at the workplace in order to see if there are generational differences and gaps among employees.

Demographics

Lebanon's demographic shift can be summarized with the following information from the UN report in 2010 (United Nations, 2010):

- Under 15 years old, have been decreasing since 1980 and are expected to remain at the same pace until 2050.
- 15-25, have been decreasing since 1990 where it stood at 21% of the total population and 35% of the workforce; in 2050 they are expected to be 10.9% of the total population and 17% of the workforce.
- 15-64, increasing between 1980 and 2010, from 56% to 68% and are expected to peak at 71% in 2020, decreasing thereafter.
- 65 and over, have increased from 1990 to 2010, from 5% to 7%, and are expected to reach their maximum at 21% in 2050.

This clearly shows that Lebanon is heading towards having a relatively older generation, as well as older people in the working-age group. Next, we will see the demographics in the workplace.

Demographics in the workplace

In a study conducted by the International Labor Organization in 2009, entailing the demographics of Lebanon in general, their economic activities and following several factors like age, gender, education, and geographical distribution, we were able to take out one particular statistical table that displays the percentage of age distribution in the workforce. The total number of participants in this study was 41,502 individuals, from all over Lebanon. The following table illustrates those statistics.

Despite the probability of the generation classification in Lebanon being affected by the strong cultural and social factors at play in the country, for the purpose of this study, we will use the worldwide accepted standard generations, i.e. Veterans, Baby boomers, Xers and Millenials.

Table 2: Distribution of Residents (age 15 and above) According to Primary Status in Economic Activity and Age, Lebanon 2009 (International Labor Organization, 2009).

Age	Primary status in economic activity				Classification
	Working	Unemployed	Student	Retired	
15 – 19	4.0	15.2	66.8	(*)	Generation Y
20 – 24	10.8	22.2	30.7	(*)	Generation Y
25 – 29	14.8	16.7	2.0	(*)	Generation Y
30 – 34	11.3	8.2	(*)	(*)	Gen. Y until 32 then Gen. X
35 – 39	11.7	6.5	(*)	(*)	Generation X
40 - 44	11.5	6.4	(*)	4.7	Generation X
45 - 49	10.9	6.0	(*)	6.4	Gen. X until 48 then Baby Boomer
50 - 54	10.2	3.6	(*)	8.0	Baby Boomer
55 - 59	6.5	2.8	(*)	7.1	Baby Boomer
60 - 64	4.0	3.4	(*)	15.8	Baby Boomer
65 - 69	2.3	2.6	(*)	24.3	Veteran
70 - 74	1.2	2.8	(*)	16.1	Veteran
75 - 79	0.5	1.7	(*)	9.9	Veteran
80 - 84	0.3	(0.9)	(*)	(4.9)	Veteran
85 and above	(*)	(*)	(*)	(*)	Veteran
Total	100	100	100	100	

(*) : Number less than 25 cases

(n.n) : Number between 25 and less than 50 cases

From this table we can conclude that the people of generation X are the largest proportion of the working population with a total of 45.4 percent, followed by the Millennials or people from generation Y who represent 29.6 percent of the total working population. Then there are the baby boomers that constitute 20.7 of the total workforce and finally the traditionalists with 4.3 percent of the total workers.

This table proves that there are four generations that are sharing the workplace in Lebanon like is the case in other countries. This automatically implies that there are different generational characteristics, background and work ethics as we saw earlier on. Therefore, we suppose that a generation gap exists in the Lebanese organizations and it needs to be bridged in order to achieve better organizational objectives and to avoid frictions and clashes in the workplace.

Cultural background

By definition, a generation is a group of people in society who are born during the same time span, and who have shared the same key life experiences (Office of Human Resource Education, 2012). Those shared experiences affect the person's perspective, way of thinking and values in general (Office of Human Resource Education, 2012). As well, another major contributor to the generational characteristics is culture. In fact, changes in culture occur gradually and take time to appear in individuals' personalities, traits and characters (Twenge & Campbell, 2008). These changes would create the new cultural background and affect generations on their turn, which highlights their significance in generational studies (Costanza et al., 2012).

In 1980, Hofstede defined culture as "the interactive aggregate of common characteristics that influence a human group's response to its environment". Therefore, Lebanon's national culture is considered a key factor for understanding the differences in the generational characteristics (Yahchouchi, 2009). In fact, Lebanon has a very rich history that has produced several traditions and customs along the years. Due to its strategic location, the country served as a hub for the Middle East region, and its cities have absorbed various aspects of different cultures - Greek, Roman, Mamluk, Turkish, French, and recently American - which came to constitute the Lebanese culture (Multicultural Disability Advocacy Association of NSW Inc., 2012). Lebanese people are very proud of their origins, believed to be descendant of Phoenicians. Even though the various communities share a similar ethnic background, there are 17 different religious sects that set them apart, defining dissimilar cultural beliefs (Arwiche, 2006). These dissimilarities emerged and became clearer after the eruption of the civil war in 1975 until its end in 1990 after the Ta'if agreement. This war left behind a devastated and torn up society, where disassociation levels increased and connections between the community as a

whole weakened, diminishing living standards and resources and destroying most infrastructures (Muhanna, 2008). People of limited wage, such as employers and middle class workers were the main components of the society and the ones who were deeply affected by this war, which resulted in social disorders. Moreover, Lebanon saw excessive migration to other countries, as well as internal migration (more than the quarter of the population), along with psychological effects that go beyond the material destruction of towns and the economy, such as anxiety and mental disorders, to name the few (Muhanna, 2008). As a consequence, Lebanon's social, as well as political life, are deeply influenced by the grouping of people according to their religion. People, for example, rely on their personal effort to make their way into society. Hence, Lebanese people value individualism and strive to gain influence and wealth, where their creativity contributes to their success (Multicultural Disability Advocacy Association of NSW Inc., 2012).

On the other hand, Lebanese people place a big importance on loyalty to family and friends, where close family relationships remain the center of their lives, with strong family bonds that can offer them protection. Preserving the family and personal honor are highly valued qualities (Multicultural Disability Advocacy Association of NSW Inc., 2012).

Prior to conducting this study we were aware that there will most likely be several factors that are too influential on a person's behavior to ignore, and these factors may collide with the standard traits of these same generations worldwide. Regardless of this fact and for the remainder of this study, we will use the worldwide recognized generations, i.e. Veterans, Boomers, Xers and Millenials.

2.7 Variables

After presenting the previous literature, these are the variables that we have chosen in order to build our survey upon and base our results on.

Loyalty can be evident and shown in different forms. The most apparent ones are the person's motivation to see his/her company succeed and having long-term aspirations within it (Twenge & Campbell, 2008). These are also used as measurements for motivation (Office of Human Resource Education, 2012). Additionally, there are other traits that are usually considered as proof of both loyalty and motivation, such as seeking self-fulfillment - working very hard to advance in his/her career and make the company achieve its objectives at the same

time - (Wong et al., 2008), having no interest in monetary return, which exerts the person's loyalty as well as motivation (Office of Human Resource Education, 2012). Furthermore, respecting the organization's internal policies is an indicator of loyalty (Wong et al., 2008) as well as authority (Lester et al., 2012).

There are also other indicators for authority, and how it is perceived by the different generations. Among these indicators, we mention the most important ones: respecting internal policies (Twenge & Campbell, 2008), avoiding conflict, which is also an indicator of the person's attitude towards teamwork (Office of Human Resource Education, 2012), accepting superior's criticism (Office of Human Resource Education, 2012), and increasing managerial control where a person would have more authority in the workplace (Wong et al., 2008). In addition, researchers also consider the attitude towards teamwork, as well as the behavior when a person is in a team, when analyzing generational differences (Twenge & Campbell, 2008).

The indicators upon which researchers base their studies are as follows: being team-oriented (Twenge & Campbell, 2008), striving for team improvement (Office of Human Resource Education, 2012), trust in co-workers and willingness to ask other for help (Lester et al., 2012). Additionally, technology is another important aspect that contributes to the studies of generational differences. It is highlighted when taking into consideration the following: if the person enjoys the use of technology or if he/she is technologically efficient (Feiertag & Berge, 2008). Moreover, there are two indicators that serve both technology and motivation at the same time: if the person strives to increase knowledge through the use of technology or because he/she wants to improve (Twenge & Campbell, 2008), and if the person enjoys new training opportunities (Wong et al., 2008) which show that he/she is motivated and willing to learn.

2.8 Conclusion

In this literature review, we have seen that the workplace nowadays is being shared by four different generations: the veterans or traditionalists, the baby boomers, generation X, and generation Y or the millennials. We have distinguished between the background, characteristics, and work ethics of each of these generations and came to realize that this diversity, if not properly addressed, can result in cultural tensions and have negative effects on work outcomes. For that reason, we went through the most appropriated practices and methods to be used in companies in order to bridge this generational gap and minimize its pitfalls. Then we illustrated

the demographical trends of Lebanon and realized that there are also four generations that are sharing the workplace. However, and in this regard, we have found no significant studies that tackle the problem of the generation gap in Lebanese firms, though the differences exist in reality. For that reason, this research study will focus on the generation gap in Lebanese organizations and try to investigate and answer the following research questions:

1. ***“Is there a significant difference in the level of loyalty to the firm practiced by Xers and Boomers in Lebanese business firms?”***
2. ***“Is there a significant difference in the level of technological adaptability by Xers and Boomers in Lebanese business firms?”***
3. ***“Is there a significant difference in the level of respect for authority between Xers and Boomers in Lebanese business firms?”***
4. ***“Is there a significant difference in the attitude towards teamwork between Xers and Boomers in Lebanese business firms?”***
5. ***“Is there a significant difference in the orientation of motivation between Xers and Boomers in Lebanese business firms?”***

Chapter 3

Procedures and Methodology

3.1 Introduction

Generational differences in the workplace have long been the concern of researchers and business people around the world. As we saw in the literature review, the workforce nowadays consists of veterans, baby boomers, generation X, and generation Y or “Millennials”. The fact that there are four different generations sharing the organization has led us to examine the background of each of these generations, their characteristics as well as their work ethics. As a result of this diversity, frictions, miscommunications, misunderstandings and clashes often occur in business institutes, which by its turn have negative impacts on productivity, effectiveness, employee morale and performance, and the firm’s overall work outcomes.

In order to minimize the effects of the generation gap, there are several procedures and practices that can be applied. Moreover, we saw that these measures are relative to each generational cohort because they were each raised under different circumstances, with dissimilar values, which shaped their various personalities, perspectives and principles in life, and made up

their work ethics. Though these methods may diverge practically, they are alike in core. To name a few, we saw that communication, despite its several means, is a major tool to establish well rounded relationships as well as clear opinions and work objectives. Also, feedback is a very important mechanism that has a deep impact on employee performance and results, which must also be used in diverse ways, depending on the generation to which the individual belongs to.

In the case of Lebanon, we can see that the Lebanese labor force consists of people from all ages, which leads us to our next point, the actual presence of a generation gap between Lebanese employees based on the age bracket in which they respectively fall in.

3.2 Hypotheses

This research studied the presence of a gap between Lebanese workers belonging to generation X, i.e. Xers, and Lebanese workers belonging to the Baby Boomer generation.

This research also studied the possible ways to decrease the gap between Lebanese workers belonging to generation X, i.e. Xers, and Lebanese workers belonging to the Baby Boomer generation.

In the process of researching, we will work on the basis that as summarized in Chapter 2, there are some key areas that have been internationally recognized as the main areas of conflict between the Xers and the Boomers. These areas are: Loyalty towards the company, Technological adaptability and efficiency, Respect for authority in the workplace, Acceptance of teamwork, and finally the Perception towards motivational tools (Wong et al., 2008; Feiertag & Berge, 2008; Twenge & Campbell, 2008).

Therefore, in order to find out if there is a significant difference in the way of thinking, we will emphasize on some areas of gap and answer the respective hypothesis.

Research Question 1 – Loyalty

Boomers often seek to earn as well as be shown and given respect for their contributions, their skills, their knowledge and wisdom, and finally respect for what they are offering and putting in for their organizations before their retirement (Office of Human Resource Education, 2012). All of the above makes up boomers' well established credibility, efficiency and loyalty.

While Xers are often perceived as cynical and skeptical workers who are not keen on traditional formal work etiquette, prefer being in an informal work environment, and having a fragile work ethics with no or little loyalty to their employer (Twenge, 2010; Wong et al., 2008).

Therefore we believe that there will be a difference in the level of loyalty, and specifically that Boomers will be more loyal to their firms, rejecting H_0 and accepting H_1 , expecting that the data will yield that Boomers have a higher loyalty rating.

“Is there a significant difference in the level of loyalty to the firm practiced by Xers and Boomers”

H_0 “There is no significant difference in the level of loyalty to the firm practiced by Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H_1 “There is a significant difference in the level of loyalty to the firm practiced by Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

Research Question 2 - Technology

Xers are technologically savvy and therefore prefer to operate and communicate via technology, avoiding unnecessary face- to- face interactions (Lester et al., 2012).

Boomers on the other hand are known to have a love-hate relationship with technology and believe that best way of communicating is face to face (Mack, 2010). We believe that there will be a difference between Xers and Boomers on this topic, according to the literature; H_0 should be rejected, accepting H_1 with expectations that Xers will receive a higher rating.

“Is there a significant difference in the level technological adaptability between Xers and Boomers”

H_0 “There is no significant difference in technological adaptability between Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference in technological adaptability between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

Research Question 3 – Authority

Xers are indifferent and unimpressed with authority, and are said to challenge it most of the time with emphasis on their own autonomy and independence (Twenge, 2010 ; Wong et al., 2008).

But Boomers were raised in a traditionalist era, which was usually very submissive and respectful towards authority, and they have been known to display similar respect to authority as well as expect it in return from their subordinates (Stuart et al., 2008). In this case we believe there will be a difference in the means, and that Boomers will in fact be more respectful of authority than Xers, therefore rejecting H_0 and accepting H_1 .

“Is there a significant difference in the level of respect for authority between Xers and Boomers”

H_0 “There is no significant difference in the level of respect for authority by Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H_1 “There is a significant difference in the level of respect for authority between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

Research Question 4 – Teamwork

Xers were raised in dual-income families, as well as broken ones - those whose parents stayed together saw the rupture of other families (DeAcetis, 2013). Consequently, they became more independent, reliable and self-sufficient than their generational cohorts.

Boomers are excellent team players and usually solely focus on the output and the process itself (Mack, 2010). We believe that there will not be a difference in the means, therefore accepting our null hypothesis H_0 .

“Is there a significant difference in the attitude towards teamwork between Xers and Boomers”

H_0 “There is no significant difference in the attitude towards teamwork between Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H_1 “There is a significant difference in the attitude towards teamwork between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

Research Question 5 – Motivation

Xers are looking for more challenging options, always seeking a job that pays a higher salary or presents more benefits (Wong et al., 2008).

Meanwhile Boomers are known to be very hard workers who are not very demanding. They believe that all the work they endure will pay off until ultimately they receive recognition and reward (Office of Human Resource Education, 2012). We believe that there is a difference between the 2 groups, and that Boomers are more easily motivated. Thus rejecting H_0 and accepting H_1 , with expectations that Boomers will have the higher rating.

“Is there a significant difference in the orientation of motivation between Xers and Boomers”

H_0 “There is no significant difference in the orientation of motivation between Xers and Boomers”

$$\mu_1 - \mu_2 = 0$$

H_1 “There is a significant difference in the orientation of motivation between Xers and Boomers”

$$\mu_1 - \mu_2 \neq 0$$

Intrinsic motivation can be defined as the undertaking of an activity for its internal, inherent provided satisfactions, as opposed to an external separable consequence (Ryan & Deci, 2000)

Sample selection

The target population of this research was employees in Lebanese business firms and banks. These were companies and banks located in different regions of Lebanon, including: Beirut, Baabda, Maten and Keserwan.

Instrumentation

The survey was used as the only primary data-gathering tool in the study. It was not based on any previous questionnaires but was built around several factors related to the study at hand. The questionnaire (Appendix A) has three parts that include:

Part 1: The characteristics of the respondent:

- Age
- Gender
- Education
- Professional Status
- Income Level
- Length of stay in company
- Presence of a training program concerned with generational gaps.

Part 2: Understanding Differences in Perception

- 17 questions about the behavior of Xers towards known conflict subjects between Xers and Boomers.
- 17 questions about the behavior of Boomers towards known conflict subjects between Xers and Boomers.
- All questions are evaluated using the same scale:
 - 1: Never
 - 2: Rarely
 - 3: Sometimes
 - 4: Regularly
 - 5: All the time

Part 3: Conflict Prevention

- 6 questions evaluating the effectiveness of known generation gap diminishing methods.
- All questions are evaluated using the same scale:
 - 1: Ineffective
 - 2: Little Effect
 - 3: Adequate Effect
 - 4: Effective
 - 5: Very Effective

Survey Administration

The questionnaires (Appendix A) were distributed to 100 Xers and 100 Boomers working in different business firms and banks in Lebanon. Each questionnaire included a cover letter thanking participants for their cooperation, assuring them that no names would be collected and all answers will kept confidential, and finally, a brief explanation about the topic and the study.

Data Analysis

The total sample comprised of 200 questionnaires, 100 Xers and 100 Boomers. Surveys were entered into the Statistical Program for the Social Science (SPSS 16.0). Frequency counts, Percentage distributions, Means, Modes, Medians, Std. deviations, Variances, Minimums, Maximums, Skewness and Kurtosis were calculated and analyzed. T-tests were conducted between the various response categories; i.e. self-evaluation vs. peer evaluation.

Limitations of the Study

Limitations that may directly or indirectly affect the obtained results:

- The lack of any previously conducted research concerning the generation gap in Lebanon.
- Results may be biased depending on the background and personal opinions of the respondents.
- More data to analyze would have increased the level confidence in the results.
- Strong cultural attachments displayed by the Lebanese, as well as other certain other characteristics, such as:

- The presence of several different cultures and beliefs makes it extremely difficult to group people based on international standards built upon countries with far less internal strife.
- The very rich and old Lebanese traditions among these different cultures have forced them to behave in certain ways, and at this point in their adult life it is probably a subconscious behavior that would not have necessarily been present in a different country. Despite this obstacle, it is safe to assume that even with all the different national identities and the different cultural characteristics there will still be similar traits between same generation members no matter which country they hail from.

3.3 Methodology

As previously mentioned, the total number of surveys received was 200, 100 of them were Xers and 100 of them were Boomers. In order to get an all-around understanding of these groups' respective self and cross perception, we pursued the following methodology. The normality of the population was tested and is included in the appendix; the graphs show a great resemblance to a normal curve, which led us to use the T-test which is a parametric test which is more a more powerful tool than non-parametric tests.

Step 1: Physical and online distribution and collection of surveys

Step 2: Data was entered in to Microsoft Excel for analysis

Step 3: The following sub-groups emerged

- Descriptive Statistics
- Xers answers about Xers = Xers Self-Perception
- Boomers answers about Boomers = Boomers Self-Perception
- Xers answers about Boomers = Boomers Results in Cross-Perception
- Boomers answers about Xers = Xers Results in Cross-Perception
- Conflict Resolution Methods

Step 4: The Self-Evaluation Test

- Answers related to our 5 main variables (Loyalty, Technology, Authority, Teamwork and Motivation), were grouped into their respective variable group, yielding an average response for each question per respondent.
- The averages received were tested using a One Sided T-Test assuming $\alpha = 0.01$, unless otherwise noted.
- The results would be displayed a table such as the one displayed below.

	Xers	Boomers
Mean	X	X
Variance	X	X
Observations	X	X
Hypothesized Mean Difference	X	
Df	X	
t Stat	X	
P(T<=t) one-tail	X	
t Critical one-tail	X	

1. Mean: the average of the data set: a calculated “central” value.
2. Variance: the spread of the data set.
3. Observations: The number of respondents for the entire test.
4. Hypothesized Mean Difference: The test we are conducting:

$$\mu_1 - \mu_2 = 0; \text{ Therefore a 0 will always appear in this row.}$$

5. Degrees of Freedom: The number of independent ways by which a dynamic system can move without violating any constraint imposed on it, is called degree of freedom. In other words, the degree of freedom can be defined as the minimum number of independent coordinates that can specify the position of the system completely.
6. t-Stat: The t-Stat is calculated by the program is defined as
 - a. Measure of the statistical significance of an independent variable b in explaining the dependent variable y . It is determined by dividing the estimated regression coefficient b by its standard error.
 - b. The t-Stat is also an indicator of the outcome of the test.
 - i. If (-) t Stat is smaller than (-) t Critical Value, we automatically reject H_0 .

- ii. If (+) t Stat is greater than (+) t Critical Value, we automatically reject Ho.
- iii. If (-) t Stat is smaller than (-) t Critical Value, we do not reject Ho.
- iv. If (+) t Stat is greater than (+) t Critical Value, we do not reject Ho.

7. P(T<=t) one-tail: This is the P-value, defined as:

- a. The probability of obtaining a test statistic at least as extreme as the one that was actually observed.
- b. The P-value will be the basis of our results.
 - i. If the P-value is smaller than α (confidence level), then we can automatically conclude that there is a significant difference in the topic at hand, and we can reject Ho.
 - ii. If the P-value is greater than α (confidence level), then we can automatically conclude that there is no significant difference in the topic at hand, and we do not reject Ho.

8. t Critical one-tail: A value computed by the program, non-meaningful to the study but an be used as an indicator as explained in 6, t Stat.

Step 5: The Cross-Evaluation Test

- Same procedure as Step 4, the only difference being the data entered, the boomers will contribute the results for the Xers and the Xers will contribute the results for the Boomers.
- Answers related to our 5 main variables (Loyalty, Technology, Authority, Teamwork and Motivation), were grouped into their respective variable group, yielding an average response for each question per respondent.
- The averages received were tested using a One Sided T-Test assuming $\alpha = 0.01$, unless otherwise noted.
- The results would be displayed a table such as the shown previously.

Step 6: Results

- Answers from both respective tests will be analyzed and compared to our hypothesis in order to decide whether to accept or reject the null hypothesis for each of our variables.

Self-assessment can be defined as “one part of the self-assessing another part of the self’s actions and outcomes”. Although it is an expectation of autonomous professionals and an

integral part of professionalism (Swick, 2000), the accuracy of self-assessments is often put into question by researchers in different fields of study. As noted by Eva et al. (2004) the ability to self-assess is “far more complex than we thought”. Respondents to a self-evaluation are required to identify both their strengths and their weaknesses, raising the issue of many interacting cognitive processes including self-efficacy, self-concept, social cognition, expertise, and reflective practice (Eva et al., 2004).

There is little reason to believe, based on the larger professionalism and non-professional literature, that results yielded by respondents in the business field would be able to self-assess their capacities more accurately than other professionals (Miller, 2008).

In fact, studies undertaken with various personnel suggest that those who most lack skill possess the least insight into their poor performance (Kruger & Dunning, 1999). It has been shown that when observing their peers, those with the least developed skills failed to gain insight into their own performance (Hodges et al., 2001). Lack of insight is a problem that can be avoided with the use of peer-assessment. Defined as “the process whereby individuals or groups of people assess the work of their peers’ (Orsmond et al., 2004); peer-assessment provides reliable, valid and objective information, shown to be more accurate than self-assessment (Eva, 2001). Although no method of assessment can yield flawlessly accurate results, research has shown that individuals were able to assess their peers with an average of 96% accuracy (Marty et al., 2010).

The differentiation between these results would be greatly simplified if both tests yield the same result for the variable at hand, in case they don’t, based on the information provided above, we will rely on the cross-examination result as our final results.

Chapter 4

Data Results and Analysis

4.1 Introduction

This study was built on the need to discover the possible presence of a generation gap based on perception and reaction to certain issues, between Lebanese Xers (32 – 47) and Lebanese Boomers (48 – 64), working side by side in Lebanese business firms and banks. Two hundred questionnaires were collected, 100 Xers and 100 Boomers all working in Lebanon, between Beirut, Baabda, Maten and Keserwan, the questionnaires were the only primary data-gathering tool that was used during this research, noting that the questionnaires were cutoff at 100 Xers and 100 Boomers in order to have equal data.

In this chapter, the objectives set for the research in Chapter 3, will be addressed, and we will also analyze the answers received from our sample population through the survey.

- Primary: Identifying possible gaps between Xers and Boomers, based on the following variables:
 - Loyalty
 - Authority
 - Technology
 - Teamwork
 - Motivation

As previously mentioned the total sample comprised of 200 questionnaires, 100 Xers and 100 Boomers. Data collected in the surveys were entered into the Statistical Program for the Social Science (SPSS 16.0). Frequency counts, Percentage distributions, Means, Modes, Medians, Std. deviations, Variances, Minimums, Maximums, Skewness and Kurtosis were calculated and analyzed. T-tests were conducted between the various response categories; i.e. self-evaluation vs. peer evaluation. Note that the full questionnaire is included in Appendix A. In this chapter, the results will be displayed in the following order:

Demographic results:

1. Demographic results for the full study (i.e. Part 1)
2. Demographic results for Xers (i.e. Part 1)
3. Demographic results for Boomers (i.e. Part 1)

Main results:

1. Xers Self Evaluation (i.e. Part 2)
2. Xers Cross Evaluation Boomers (i.e. Part 2)
3. Boomers Cross Evaluation Xers (i.e. Part 2)
4. Boomers Self Evaluation (i.e. Part 2)
5. The significant difference between the Xers self-evaluation and the Boomers self-evaluation
6. The significant difference between the results given to Xers by Boomers (i.e. Boomer's Cross Evaluation Xers) and the results given to Boomers by Xers (i.e. Xer's Cross Evaluation for Boomers).
7. Conflict prevention methods.

The T-test will then be used to gather the following results:

1. The significant difference between the Xers self-evaluation and the Boomers self-evaluation at:
 $\alpha = 0.01, 0.05$ and $0.1.$
2. The significant difference between the results given to Xers by Boomers (i.e. Boomer's perception) and the results given to Boomers by Xers (i.e. Xers perception) at:
 $\alpha = 0.01, 0.05$ and $0.01.$

4.2 Descriptive Statistics

1. Full-study demographics

Below is the distribution between Xers and Boomers for the entire population.

Table 3: Age distribution for pop.

Age	Frequency	Percent %
32 – 47	100	50.0
48 – 64	100	50.0
Total	200	100.0

Below is the distribution between females and males for the entire population.

Table 4: Gender distribution for pop.

Gender	Frequency	Percent %
Female	97	48.5
Male	103	51.5
Total	200	100.0

Below is the distribution of education for the entire population.

Table 5: Education level distribution for pop.

Education	Frequency	Percent %
High school	8	4.0
BA	77	38.5
MBA	96	48.0
PhD	13	6.5
Other	6	3.0
Total	200	100.0

Below is the distribution of professional status for the entire population.

Table 6: Professional status distribution for pop.

Status	Frequency	Percent %
Employee (Non-Managerial)	76	38.0
First Line Manager	47	23.5
Senior Manager	62	31.0
Director	15	7.5
Total	200	100.0

Below is the distribution of income for the entire population.

Table 7: Income distribution for pop.

Income \$	Frequency	Percent %
0-1000	10	5.0
1000-1500	56	28.0
1500-2000	63	31.5
2000-3000	32	16
3000 +	38	19.0
Total	200	100.0

Below are the answers for length of stay in company for the entire population.

Table 8 Length of stay distribution for pop.

Stay in Company (Yrs)	Frequency	Percent %
1	15	7.5
2	13	6.5
3	30	15.0
4	21	10.5
5	15	7.5
10	70	35.0
15	17	8.5
20	9	4.5
25	6	3.0
30	2	1.0
35	2	1.0
Total	200	100.0

Below are the answers for presence of a generational gap training in the current workplace of the entire population.

Table 9 Presence of a training program distribution for pop.

Gen. gap Training	Frequency	Percent %
Yes	0	0.0
No	200	100.0
Total	200	100.0

2. Demographic results for Xers

Below is the age distribution for the Xers only.

Table 10 Age distribution Xers.

Xers Age	Frequency	Percent	Cum. Percent
32	14	14.0	14.0
33	9	9.0	9.0
34	9	9.0	9.0
35	7	7.0	7.0
36	6	6.0	6.0
37	13	13.0	13.0
38	10	10.0	10.0
39	5	5.0	5.0
40	0	0.0	0.0
41	4	4.0	4.0
42	3	3.0	3.0
43	2	2.0	2.0
44	7	7.0	7.0
45	2	2.0	2.0
46	6	6.0	6.0
47	3	3.0	3.0
Total	100	100.0	100.0

Below is the gender distribution for Xers only.

Table 11: Gender distribution Xers.

Xers Gender	Frequency	Percent %
Female	52	52.0
Male	48	48.0
Total	100	100.0

Below is the education distribution for Xers only.

Table 12: Education level distribution Xers.

Xers Education	Frequency	Percent %
High school	5	5.0
BA	42	42.0
MBA	48	48.0
PhD	4	4.0
Other	2	2.0
Total	100	100.0

Below is the professional status distribution for Xers only.

Table 13: Professional status distribution Xers.

Xers Status	Frequency	Percent %
Employee (Non-Managerial)	51	51.0
First Line Manager	20	20.0
Senior Manager	23	23.0
Director	6	6.0
Total	100	100.0

Below is the distribution of income among Xers only.

Table 14: Income distribution Xers

Xers Income \$	Frequency	Percent %
0-1000	8	8.0
1000-1500	35	35.0
1500-2000	26	26.0
2000-3000	15	15.0
3000 +	15	15.0
Total	200	100.0

Below are the answers for length of stay in company for Xers only.

Table 15: Length of stay distribution Xers.

Xers Stay in Company (Yrs)	Frequency	Percent %
1	12	12.0
2	8	8.0
3	16	16.0
4	14	14.0
5	9	9.0
10	34	34.0
15	4	4.0
20	3	3.0
Total	100	100.0

Below are the answers for presence of a generational gap training for Xers only.

Table 16: Presence of a training program distribution for Xers.

Xers Gen. gap Training	Frequency	Percent %
Yes	0	0.0
No	200	100.0
Total	100	100.0

3. Demographic results for Boomers

Below is the age distribution for Boomers only.

Table 17: Age distribution Boomers.

Boomers Age	Frequency	Percent	Cum. Percent
48	17	17.0	17.0
49	18	18.0	18.0
50	7	7.0	7.0
51	6	6.0	6.0
52	11	11.0	11.0
53	7	7.0	7.0
54	5	5.0	5.0
55	10	10.0	10.0
56	5	5.0	5.0
57	3	3.0	3.0
58	3	3.0	3.0
59	1	1.0	1.0
60	2	2.0	2.0
61	1	1.0	1.0
62	3	3.0	3.0
63	0	0.0	0.0
64	1	1.0	1.0
Total	100	100.0	100.0

Below is the gender distribution for Boomers only.

Table 18: Gender distribution Boomers.

Boomers Gender	Frequency	Percent %
Female	45	45.0
Male	55	55.0
Total	100	100.0

Below is the education distribution for Boomers only.

Table 19: Education level distribution Boomers.

Boomers Education	Frequency	Percent %
High school	4	4.0
BA	35	35.0
MBA	48	48.0
PhD	9	9.0
Other	4	4.0
Total	100	100.0

Below is the distribution of professional status for Boomers only.

Table 20: Professional status distribution Boomers.

Boomers Status	Frequency	Percent %
Employee (Non-Managerial)	51	51.0
First Line Manager	20	20.0
Senior Manager	23	23.0
Director	6	6.0
Total	100	100.0

Below is the distribution of income for Boomers only.

Table 21: Income level distribution Boomers.

Boomer Income \$	Frequency	Percent %
0-1000	2	2.0
1000-1500	21	21.0
1500-2000	37	37.0
2000-3000	17	17.0
3000 +	23	23.0
Total	100	100.0

Below are the answers for length of stay in company for Boomers only.

Table 22: Length of stay distribution Boomers.

Boomer Stay in Company (Yrs)	Frequency	Percent %
1	3	3.0
2	5	5.0
3	14	14.0
4	7	7.0
5	6	6.0
10	36	36.0
15	13	13.0
20	6	6.0
25	6	6.0
30	2	2.0
35	2	2.0
Total	100	1.0

Below are the answers for presence of generational gap training for Boomers only.

Table 23: Presence of a training program distribution for Boomers.

Boomers Gen. gap Training	Frequency	Percent %
Yes	0	0.0
No	100	100.0
Total	100	100.0

4.3 Main Results

1. Xers Self Evaluation

Below are the answers given by Xers while conducting their self-evaluation.

Table 24: Xers self-evaluation answers.

	Never	Rarely	Sometimes	Regularly	All Time	Mean	Standard Deviation
1. Motivation to see company succeed.	1	2	19	61	17	3.91	0.73
2. Loyalty to the firm.	0	11	44	32	13	3.47	0.86
3. Long-Term aspiration within the firm.	0	16	48	26	10	3.3	0.86
4. Respect for internal company policies.	0	8	40	36	16	3.6	0.85
5. Enjoys the use of technology.	0	2	13	47	38	4.21	0.74
6. Technologically efficient.	0	5	14	49	32	4.08	0.81
7. Strives to increase knowledge.	0	2	19	52	27	4.04	0.74
8. Enjoys new training opportunities.	0	4	15	53	28	4.05	0.77
9. Respects authority.	1	15	32	35	17	3.52	0.98
10. Avoids conflict.	1	17	46	26	10	3.27	0.90
11. Accepts superior's criticisms.	0	20	38	38	4	3.26	0.82
12. Team orientation.	0	5	26	58	11	3.75	0.72
13. Strives for team improvement.	1	6	32	47	14	3.67	0.83
14. Not afraid to ask others for help.	0	16	26	38	20	3.62	0.98
15. Trusts coworkers.	0	8	47	39	6	3.43	0.73
16. Seeks self-fulfillment.	2	14	20	36	28	3.74	1.08
17. No interest in monetary returns.	37	30	17	11	5	2.17	1.19

2. Xers Cross Evaluation for Boomers

Below are the answers provided by Xers for Boomers, this will also be used as the reference for the cross-evaluation.

Table 25: Xers cross-evaluation for Boomers.

	Never	Rarely	Sometimes	Regularly	All Time	Mean	Standard Deviation
1. Motivation to see company succeed.	1	13	23	32	31	3.79	1.06
2. Loyalty to the firm.	0	3	9	45	43	4.28	0.75
3. Long-Term aspiration within the firm.	0	5	18	34	43	4.15	0.89
4. Respect for internal company policies.	0	6	19	42	33	4.02	0.88
5. Enjoys the use of technology.	11	46	26	11	6	2.55	1.03
6. Technologically efficient.	6	46	30	11	7	2.67	1.00
7. Strives to increase knowledge.	1	2	55	12	9	3.05	0.87
8. Enjoys new training opportunities.	4	28	41	17	10	3.01	1.01
9. Respects authority.	2	2	21	39	36	4.05	0.91
10. Avoids conflict.	2	6	16	53	23	3.89	0.90
11. Accepts superior's criticisms.	5	25	31	26	13	3.17	1.10
12. Team orientation.	0	23	43	27	7	3.18	0.87
13. Strives for team improvement.	1	20	44	25	10	3.23	0.92
14. Not afraid to ask others for help.	10	29	28	28	5	2.89	1.08
15. Trusts coworkers.	2	22	42	28	6	3.14	0.90
16. Seeks self-fulfillment.	1	5	37	47	10	3.6	0.78
17. No interest in monetary returns.	36	21	25	13	5	2.3	1.23

3. Boomers Cross Evaluation for Xers

Below are the answers given for Xers by Boomers, these will also be used as a reference for the cross-evaluation.

	Never	Rarely	Sometimes	Regularly	All Time	Mean	Standard Deviation
1. Motivation to see company succeed.	1	8	38	42	11	3.54	0.83
2. Loyalty to the firm.	0	13	44	27	16	3.46	0.91
3. Long-Term aspiration within the firm.	0	19	47	25	9	3.24	0.87
4. Respect for internal company policies.	0	9	47	32	12	3.47	0.82
5. Enjoys the use of technology.	3	10	19	48	20	3.72	1.00
6. Technologically efficient.	4	11	19	45	21	3.68	1.05
7. Strives to increase knowledge.	0	7	31	44	18	3.73	0.84
8. Enjoys new training opportunities.	1	9	29	46	15	3.65	0.88
9. Respects authority.	0	8	48	28	16	3.52	0.86
10. Avoids conflict.	8	16	40	25	11	3.15	1.08
11. Accepts superior's criticisms.	2	17	42	35	4	3.22	0.85
12. Team orientation.	1	10	40	37	12	3.49	0.87
13. Strives for team improvement.	1	8	36	40	15	3.6	0.88
14. Not afraid to ask others for help.	2	15	21	46	16	3.59	1.00
15. Trusts coworkers.	2	9	44	39	6	3.38	0.81
16. Seeks self-fulfillment.	2	33	21	18	26	3.3	1.24
17. No interest in monetary returns.	45	18	11	13	13	2.31	1.48

Table 26: Boomers cross-evaluation for Xers.

4. Boomers Self Evaluation

Below are the answers given by Boomers while conducting their self-evaluation.

Table 27: Boomers self-evaluation answers.

	Never	Rarely	Sometimes	Regularly	All Time	Mean	Standard Deviation
1. Motivation to see company succeed.	0	5	15	45	35	4.10	0.83
2. Loyalty to the firm.	0	5	16	45	34	4.08	0.84
3. Long-Term aspiration within the firm.	0	4	21	41	34	4.05	0.85
4. Respect for internal company policies.	0	2	18	44	36	4.14	0.78
5. Enjoys the use of technology.	9	33	28	19	11	2.90	1.15
6. Technologically efficient.	5	38	31	16	10	2.88	1.07
7. Strives to increase knowledge.	1	17	53	17	12	3.22	0.91
8. Enjoys new training opportunities.	1	13	60	15	11	3.22	0.85
9. Respects authority.	0	5	18	48	29	4.01	0.82
10. Avoids conflict.	0	5	25	56	14	3.79	0.74
11. Accepts superior's criticisms.	1	14	41	32	12	3.40	0.91
12. Team orientation.	1	12	50	26	11	3.34	0.87
13. Strives for team improvement.	2	12	50	20	16	3.36	0.96
14. Not afraid to ask others for help.	3	26	44	22	5	3.00	0.90
15. Trusts coworkers.	2	7	56	21	14	3.38	0.89
16. Seeks self-fulfillment.	6	17	36	37	4	3.16	0.96
17. No interest in monetary returns.	36	25	31	7	1	2.12	1.02

5. T-test between Xers' and Boomers' Self-Perceptions

Below are the One-tailed t-test, between the self-perception results for Xers (Part 1) and the self-perception results for Boomers (Part 4). All these tests were conducted using $\alpha = 0.01$ unless otherwise noted. Also note that

***Indicates a P value less than 0.01.

**Indicates a P value less than 0.05.

*Indicates a P value less than 0.1.

Below are the results for Loyalty under self-evaluation.

Table 28: Results for Loyalty under self-evaluation.

Loyalty	Xers	Boomers
Mean	3.365	3.6083333
Variance	0.36514871	0.3060466
Observations	100	100
Hypothesized Mean Difference	0	
df	196	
t Stat	-2.9701416	
P(T<=t) one-tail	0.0016743	***
t Critical one-tail	2.34552352	

Below are the results for Technology under self-evaluation.

Table 29: Results for Technology under self-evaluation.

Technology	Xers	Boomers
Mean	4.095	3.055
Variance	0.432803	0.72548
Observations	100	100
Hypothesized Mean Difference	0	
df	186	
t Stat	9.6633126	
P(T<=t) one-tail	1.852E-18	***
t Critical one-tail	2.346563	

Below are the results for Authority under self-evaluation.

Table 30: Results for Authority under self-evaluation.

Authority	Xers	Boomers
Mean	3.418	3.834
Variance	0.40088485	0.2836808
Observations	100	100
Hypothesized Mean Difference	0	
df	192	
t Stat	-5.0278901	
P(T<=t) one-tail	5.6662E-07	***
t Critical one-tail	2.34592622	

Below are the results for Teamwork under self-evaluation.

Table 31: Results for Teamwork under self-evaluation.

Teamwork	Xers	Boomers
Mean	3.495	3.2716667
Variance	0.2769108	0.4049691
Observations	100	100
Hypothesized Mean Difference	0	
df	191	
t Stat	2.7045786	
P(T<=t) one-tail	0.0037285	***
t Critical one-tail	2.3460296	

Below are the results for Motivation under self-evaluation.

Table 32: Results for Motivation under self-evaluation.

Motivation	Xers	Boomers
Mean	3.535	3.3116667
Variance	0.317225	0.2618715
Observations	100	100
Hypothesized Mean Difference	0	
df	196	
t Stat	2.934797	
P(T<=t) one-tail	0.0018681	***
t Critical one-tail	2.3455235	

6. T-test between Boomer's perceptions of Xers and Xers' perceptions of Boomers

Below are the One-tailed t-test, between the cross-perception results for Xers given by Boomers (Part 3) and the cross-perception results for Boomers given by Xers (Part 2). All these tests were conducted using $\alpha = 0.01$ unless otherwise noted.

Below are the results for Loyalty under cross-evaluation.

Table 33: Results for loyalty under cross-evaluation.

Loyalty	Xers	Boomers
Mean	3.225	3.69
Variance	0.5265853	0.2693715
Observations	100	100
Hypothesized Mean Difference	0	
df	179	
t Stat	-5.212045	
P(T<=t) one-tail	2.555E-07	***
t Critical one-tail	2.3473604	

Below are the results for Technology under cross-evaluation.

Table 34: Results for Technology under cross-evaluation.

Technology	Xers	Boomers
Mean	3.695	2.82
Variance	0.59669192	0.7071717
Observations	100	100
Hypothesized Mean Difference	0	
df	197	
t Stat	7.66287897	
P(T<=t) one-tail	4.0339E-13	***
t Critical one-tail	2.34542543	

Below are the results for Authority under cross-evaluation

Table 35: Results for authority under cross-evaluation.

Authority	Xers	Boomers
Mean	3.438	3.714
Variance	0.31571313	0.4907111
Observations	100	100
Hypothesized Mean Difference	0	
df	189	
t Stat	-3.0734581	
P(T<=t) one-tail	0.00121444	***
t Critical one-tail	2.34623952	

Below are the results for Teamwork under cross-evaluation using $\alpha = 0.01$.

Table 36: Results for teamwork under cross-evaluation using $\alpha = 0.01$.

Teamwork at $\alpha = 0.01$	Xers	Boomers
Mean	3.328333333	3.26
Variance	0.374553872	0.263367003
Observations	100	100
Hypothesized Mean Difference	0	
df	192	
t Stat	0.855557493	
P(T<=t) one-tail	0.196654495	
t Critical one-tail	2.345926224	

Below are the results for Teamwork under cross-evaluation tested at $\alpha = 0.05$, since it was not significant at $\alpha = 0.01$.

Table 37: Results for teamwork under cross-evaluation using $\alpha = 0.05$.

Teamwork using $\alpha = 0.05$.	Xers	Boomers
Mean	3.32833333	3.26
Variance	0.37455387	0.263367
Observations	100	100
Hypothesized Mean Difference	0	
df	192	
t Stat	0.85555749	
P(T<=t) one-tail	0.19665449	
t Critical one-tail	1.65282859	

Below are the results for Teamwork under cross-evaluation using $\alpha = 0.1$, since it was not significant at $\alpha = 0.05$.

Table 38: Results for teamwork under cross-evaluation using $\alpha = 0.1$.

Teamwork using $\alpha = 0.1$.	Xers	Boomers
Mean	3.32833333	3.26
Variance	0.37455387	0.263367
Observations	100	100
Hypothesized Mean Difference	0	
df	192	
t Stat	0.85555749	
P(T<=t) one-tail	0.19665449	
t Critical one-tail	1.28597638	

Below are the results for Motivation under cross-evaluation.

Table 39: Results for Motivation under cross-evaluation using $\alpha = 0.01$.

Motivation $\alpha = 0.01$.	Xers	Boomers
Mean	3.3	3.31666667
Variance	0.442760943	0.263468013
Observations	100	100
Hypothesized Mean Difference	0	
df	186	
t Stat	-0.19832433	
P(T<=t) one-tail	0.421503959	
t Critical one-tail	2.346563016	

Below are the results for Motivation under cross-evaluation using $\alpha = 0.05$ since it was not significant at $\alpha = 0.01$.

Table 40: Results for motivation under cross-evaluation using $\alpha = 0.05$.

Motivation using $\alpha = 0.05$.	Xers	Boomers
Mean	3.3	3.3166667
Variance	0.4427609	0.263468
Observations	100	100
Hypothesized Mean Difference	0	
df	186	
t Stat	-0.198324	
P(T<=t) one-tail	0.421504	
t Critical one-tail	1.6530871	

Below are the results for Motivation under cross-evaluation using $\alpha = 0.1$, since it was not significant at $\alpha = 0.5$.

Table 41: Results for motivation under cross-evaluation using $\alpha = 0.1$.

Motivation $\alpha = 0.1$.	Xers	Boomers
Mean	3.3	3.3166667
Variance	0.4427609	0.263468
Observations	100	100
Hypothesized Mean Difference	0	
df	186	
t Stat	-0.198324	
P(T<=t) one-tail	0.421504	
t Critical one-tail	1.2861196	

7. Conflict prevention methods

Below are the results given by Xers in Section 3 which aims at evaluating the most recognized prevention methods for the generation gap internationally.

Xers

Table 42: Conflict prevention and resolution results Xers.

	18. Training and Development Programs	19. Create an ambiance of affiliation	20. Job Rotation	21. Regular Staff Meetings	22. Increased Managerial Control	23. Coaching and Mentoring
Ineffective	0	8	8	2	9	9
Little Effect	8	20	29	9	17	12
Adequate Effect	25	28	24	14	20	23
Effective	37	29	26	45	29	33
Very Effective	30	15	13	30	25	23
Mean	3.89	3.23	3.07	3.92	3.44	3.49
StD	0.931	1.171	1.183	0.992	1.282	1.227

Boomers

Below are the results given by Boomers in Section 3 which aims at evaluating the most recognized prevention methods for the generation gap internationally.

Table 43: Conflict prevention and resolution results Boomers.

	18. Training and Development Programs	19. Create an ambiance of affiliation	20. Job Rotation	21. Regular Staff Meetings	22. Increased Managerial Control	23. Coaching and Mentoring
Ineffective	1	18	21	2	4	10
Little Effect	2	27	34	4	10	21
Adequate Effect	16	23	17	20	22	25
Effective	48	25	21	37	27	26
Very Effective	33	7	7	37	37	18
Mean	4.1	2.76	2.59	4.03	3.83	3.21
StD	0.810	1.215	1.232	0.958	1.155	1.250

4.4 Discussion of the findings

According to the data gathered through the survey, these are the following results.

Self-Evaluation

Loyalty

- With a P value less than 0.01 (0.001), we can conclude that there is a gap between the level of loyalty to the firm displayed by Xers versus that by Boomers. Boomers rated themselves 3.6, while Xers rated themselves 3.3, thus leading us to conclude that boomers are generally more loyal to their respective firms. Questions:1-4, 16, 17.

Technology

- With a P value less than 0.01 (0), we can conclude that there is a gap between the Xers and Boomers in terms of technological adaptability and friendliness. Xers rated themselves at 4.1 while Boomers at 3.0, leading us to conclude that Xers are generally more technologically able. Questions: 5-8.

Authority

- With a P value less than 0.01 (0), we can conclude that there is a gap between the level of respect for authority displayed by Xers and by Boomers. Rating themselves 3.8, Boomers are more respectful and accepting of authority than Xers (3.4) Questions: 4, 9-11, 22.

Teamwork

- With a P value less than 0.01 (0.003), we can conclude that there is a gap between the level of team spirit and team orientation displayed by Xers and Boomers. With a mean of 3.5, Xers are more team oriented than Boomers (3.2). Questions:10, 12-15, 19.

Motivation

- With a P value less than 0.01 (0.001), we can conclude that there is a gap between Xers and Boomers in terms of intrinsic motivation. With a rating of 3.5, Xers are more intrinsically motivated to succeed than Boomers (3.3). Questions:1,3,7,8,16,17.

After reviewing the results as a whole, we can safely conclude that Xers and Boomers generally believe that there exists an inherent space between them. Xers and Boomers working in Lebanese business firms rated themselves according to five factors that are recognized world-

wide as being conflict areas between these two generations and on each of these five factors, Xers and Boomers rated themselves as being different 99% of the time.

Cross-Evaluation

Loyalty

- With a P value less than 0.01 (0), we can conclude that there is a significant difference in the level of loyalty to the firm displayed by Xers and Boomers. With a mean of 3.7, Boomers were rated by Xers as being more loyal to their respective firms, Xers rated at 3.2. Questions:1-4, 16, 17.

Technology

- With a P value less than 0.01 (0), we can conclude that there is a significant difference in the level of technological adaptability and friendliness between Xers and Boomers. With a mean of 3.7, Xers were rated by Boomers as being more technologically able, while Boomers received a rating of 2.8. Questions: 5-8.

Authority

- With a P value of less than 0.01 (0.001), we can conclude that there is a significant difference in the level of respect and acceptance of authority displayed by Xers and Boomers. Boomers received the higher rating of 3.7 while Xers received 3.4. 4, 9-11, 22.

Teamwork

- With a P value greater than 0.1, we can conclude that there is no gap between Xers and Boomers in terms of team spirit and team orientation. Questions:10, 12-15, 19.

Motivation

- With a P value greater than 0.1, we can conclude that there is no in the perception of benefits between Xers and Boomers. Questions:1,3,7,8,16,17.

After reviewing the results, while rating each other Xers and Boomers seem to display a generational gap on three out of the five proposed factors, those being Loyalty, Technology and Authority, while they rated that there is no inherent difference between each other in terms of teamwork and motivation.

Conflict Prevention Methods

As for the conflict prevention techniques, the results compiled for the entire population were.

Table 44: Conflict prevention techniques final ranking for pop.

Conflict prevention techniques rated by the entire population.						Mean	Rank
	Ineffective	Little Effect	Adequate Effect	Effective	Very Effective		
Training and Development Programs.	1	10	41	85	63	3.995	1
Creating Sense of Affiliation.	26	47	51	54	22	2.995	5
Job Rotation.	29	63	41	47	20	2.83	6
Regular Staff Meetings.	4	13	34	82	67	3.975	2
Increased Managerial Control.	13	27	42	56	62	3.635	3
Coaching and Mentoring.	19	33	48	59	41	3.35	4

Overall, the training and development programs which are provided for employees, whether during their initial training, or an orientation during their employment in the firm was rated as the best technique by both Xers and Boomers. It is important to note that “regular staff meetings” was a close second, followed by increased managerial control. It is apparent that these results indicate a strong need and dependence on management to control these issues.

In all 3 of the top 3 techniques, employees from both generations wanted management to play a larger role, whether by enforcing a training program for the problem, or giving employees a chance to share their experiences with them, or finally take managerial decisions and make amendments as they see fit. In our opinion this is indicative that both generations do not have a strong sense of wanting to make a personal initiative in order to counteract this generation gap. The respective responses for Xers and Boomers are below, starting with the Xers.

Table 45: Conflict prevention techniques final ranking for Xers.

Conflict prevention techniques rated by the Xers.						Mean	Rank
	Ineffective	Little Effect	Adequate Effect	Effective	Very Effective		
Training and Development Programs.	0	8	25	37	30	3.89	2
Creating Sense of Affiliation.	8	20	28	29	15	3.23	5
Job Rotation.	8	29	24	26	13	3.07	6
Regular Staff Meetings.	2	9	14	45	30	3.92	1
Increased Managerial Control.	9	17	20	29	25	3.44	4
Coaching and Mentoring.	9	12	23	33	23	3.49	3

The responses provided by Boomers.

Table 46: Conflict prevention techniques final ranking for Boomers.

Conflict prevention techniques rated by the Boomers.						Mean	Rank
	Ineffective	Little Effect	Adequate Effect	Effective	Very Effective		
Training and Development Programs.	1	2	16	48	33	4.1	1
Creating Sense of Affiliation.	18	27	23	25	7	2.76	5
Job Rotation.	21	34	17	21	7	2.59	6
Regular Staff Meetings.	2	4	20	37	37	4.03	2
Increased Managerial Control.	4	10	22	27	37	3.83	3
Coaching and Mentoring.	10	21	25	26	18	3.21	4

Compared on the same table, the final result is the following:

Table 47: Conflict prevention techniques final showing both Xers and Boomers.

Technique	Rank by Xers.	Rank by Boomers.	Overall Rank
Training and Development Programs.	2 (3.89)	1 (4.1)	2 (3.89)
Creating Sense of Affiliation.	5 (3.23)	5 (2.76)	5 (3.23)
Job Rotation.	6 (3.07)	6 (2.59)	6 (3.07)
Regular Staff Meetings.	1 (3.92)	2 (4.03)	1 (3.92)
Increased Managerial Control.	4 (3.44)	3 (3.83)	4 (3.44)
Coaching and Mentoring.	3 (3.49)	4 (3.21)	3 (3.49)

The Xers and Boomers had relatively similar answers, they didn't agree on the best techniques but they agreed on the worst and before worst techniques, eliminating "Creating a sense of affiliation through activities outside work hours" and "Job rotation".

4.5 Discussion of hypotheses

In reference to our hypotheses from Chapter 3, and based on the results, our main conclusions are listed below, keeping in mind that as stated in Chapter 3, in the case of conflict between the results of the tests, we will rely on the cross-evaluation as evidence for the final results.

Loyalty

Ho "There is no significant difference in the level of loyalty to the firm practiced by Xers and Boomers in Lebanese business firms"

$$\mu_1 - \mu_2 = 0$$

H1 "There is a significant difference in the level of loyalty to the firm practiced by Xers and Boomers in Lebanese business firms, Xers are more loyal to their firm."

$$\mu_1 - \mu_2 \neq 0$$

In both tests, i.e. the self-perception and the cross-perception, there was a generation gap displayed, and both times Boomers were branded as being more loyal.

Table 48: Final results for loyalty.

Loyalty	Xers	Boomers	Difference
Self- Evaluation	3.365	3.6083333	-0.24333
Cross- Evaluation	3.225	3.69	-0.465

Thus, we reject Ho and accept H1, and conclude that Boomers are more loyal.

“There is a significant difference in the level of loyalty to the firm practiced by Xers and Boomers in Lebanese business firms, Boomers are more loyal to their firm.”

This result collaborates with documentation in the literature review, which stated that Boomers are generally more loyal to their firms and employers.

Technology

Ho “There is no significant difference in the level of technological adaptability between Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference in the level of technological adaptability between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

In the technological adaptability bracket, both in the self-perception and the cross-perception, there was a gap displayed, and both times, Xers were rated as having a higher adaptability to technology.

Table 49: Final results for technology.

Technology	Xers	Boomers	Difference
Self- Evaluation	4.095	3.055	1.04
Cross- Evaluation	3.695	2.82	0.875

Therefore we reject Ho, and accept H1 concluding that Xers are in fact more technologically efficient.

“There is a significant difference in the level of technological adaptability between Xers and Boomers in Lebanese business firms, Xers are more technology compliant.”

This result collaborates with the documentation in the literature review, which stated that the younger generations (i.e. Xers) would be more technologically friendly.

Authority

Ho “There is no significant difference in the level of respect for authority by Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference in the level of respect for authority by Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

In terms of respect and acceptance of authority, there was a gap displayed in both the self-perception and cross-perception tests. In both tests Boomers were rated as being the more respectful and disciplined employee.

Table 50: Final results for authority.

Authority	Xers	Boomers	Difference
Self- Evaluation	3.418	3.834	-0.0416
Cross- Evaluation	3.438	3.714	-0.276

Thus we reject Ho and accept H1, and conclude that Boomers are more respectful of authority.

“There is a significant difference in the level of respect for authority between Xers and Boomers in Lebanese business firms, Boomers are more respectful towards authority.”

This result also collaborates with the documentation in the literature review, claiming that Boomers are more respectful towards authority and other people in general under the claim of mutual respect.

Teamwork

Ho “There is no significant difference in the attitude towards teamwork between Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference in the attitude towards teamwork between Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 \neq 0$$

As for the overall team orientation of Xers and Boomers, in the self-perception test there was a generation gap displayed, and Xers were rated as having a better ability to interact and cooperate with coworkers to achieve goals.

While in the cross-perception test, there was no gap displayed at any of the proposed levels of confidence. This result collaborates with the documentation in the literature review, claiming that both Xers and Boomers are known to be team players.

Table 51: Final results for teamwork.

Teamwork	Xers	Boomers	Difference
Self- Evaluation	3.495	3.27167	0.2233
Cross- Evaluation $\alpha = 0.01,$ 0.05 and 0.1.	3.32833	3.26	0.6833

Therefore the final result for Teamwork is to accept the null hypothesis Ho, and conclude that there is no difference between Xers and Boomers when it comes to Teamwork.

Ho “There is no significant difference in the attitude towards teamwork between Xers and Boomers in Lebanese business firms”

The result of these tests is supported by the literature provided in Chapter 2, claiming that there is no recognized significant difference between the 2 groups.

Motivation

Ho “There is no significant difference in the orientation of motivation between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference in the orientation of motivation between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

As for motivation, in the self-perception test there was a gap displayed, Xers were rated as being less receptive to monetary motivators therefore working more towards self-fulfillment rather than monetary gain.

While in the cross-perception, there was no gap between Xers and Boomers, meaning that they are both working more towards self-fulfillment rather than monetary gain.

Table 52: Final results for Motivation.

Motivation	Xers	Boomers	Difference
Self- Evaluation	3.535	3.3116667	0.22333
Cross- Evaluation $\alpha = 0.01,$ 0.05 and 0.1.	3.3	3.3167	0.0167

Therefore as a final result, we will conclude by accepting Ho, accepting that there is no significant difference between Xers and Boomers in terms of Motivation.

Ho “There is no significant difference in the orientation of motivation between Xers and Boomers in Lebanese business firms.”

In both cases, the final result conflicts with the documentation in the literature review which claimed that Xers were motivated by monetary gains and higher salaries and Boomers were the ones who were looking to fulfill their own goals within the company to which they have been loyal to.

Chapter 5

Recommendations and Conclusion.

This chapter will recapitulate the results found in Chapter 4, including the main findings, and present recommendations for generation gap containment, as well as provide recommendations for future studies but first, we will start with a restatement of the goals of this study.

Restatement of the need for the study and objectives

This research will examine the presence of a generation gap between Xers and Baby Boomers in Lebanese private, public and banking sectors through a survey administered to their employees. This survey will allow us to identify the five areas of generation gap. Therefore the main objectives of this study are:

Research Question 1 – Loyalty to the firm

“Is there a significant difference in the level of loyalty to the firm practiced by Xers and Boomers”

Ho “There is no significant difference in the level of loyalty to the firm practiced by Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference in the level of loyalty to the firm practiced by Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

Research Question 2 – Technological aptitude and potential

“Is there a significant difference in the level technological adaptability between Xers and Boomers”

Ho “There is no significant difference in technological adaptability between Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference in technological adaptability between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

Research Question 3 – Respect for Authority

“Is there a significant difference in the level of respect for authority between Xers and Boomers”

Ho “There is no significant difference in the level of respect for authority by Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference in the level of respect for authority between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

Research Question 4 – Attitude towards teamwork

“Is there a significant difference in the attitude towards teamwork between Xers and Boomers”

Ho “There is no significant difference in the attitude towards teamwork between Xers and Boomers in Lebanese business firms”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference in the attitude towards teamwork between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 \neq 0$$

Research Question 5 – Motivation

“Is there a significant difference in the orientation of motivation between Xers and Boomers in Lebanese business firms.”

Ho “There is no significant difference in the orientation of motivation between Xers and Boomers in Lebanese business firms.”

$$\mu_1 - \mu_2 = 0$$

H1 “There is a significant difference *in the orientation of motivation between Xers and Boomers in Lebanese business firms.*”

$$\mu_1 - \mu_2 \neq 0$$

Methodology

A questionnaire (Appendix A) was administered; the respondents were cut-off at 100 Xers and 100 Boomers based on the first completed questionnaires. This questionnaire was distributed to Lebanese banks and business firms located in Lebanon. The data gathered was analyzed using SPSS. The respondents were split into 2 categories:

1. Xers: age 32 to 47
2. Boomers: age 48 to 65

The data however was split into 4 groups:

1. Xers Self-Evaluation
2. Xers Cross-Evaluating Boomers
3. Boomers Cross-Evaluating Xers
4. Boomers Self-Evaluation

Discussion of the Findings

Descriptive Statistics

Of the 200 surveys:

- 51.5% were males
- Average age was 44.93; approximately years old.
- Mode age was 49 with 18 respondents
- Levels of education
 - High school: 4%
 - BA or equivalent: 38.5%
 - MBA or equivalent: 48%
 - Phd: 6.5%
 - Other: 3%

- Professional Status
 - Non-Managerial Employee: 38%
 - First Line Manager: 23.5%
 - Senior Manager: 31%
 - Director: 7.5%
- Salary distribution:
 - 0-1000: 5%
 - 1000-1500: 28%
 - 1500-2000: 31.5%
 - 2000-3000: 16%
 - 3000+ : 19%
 -
- Stay in Company:
 - Average: 8.45 years
 - Mode: 10 years with 30 respondents
- None of the respondents said their company has a generational gap training in place.

Discussion of the Hypothesis

Research Question 1 – Loyalty

The respondents were asked six questions concerning loyalty. In both versions, i.e. the self-evaluation and the cross-evaluation, Boomers were identified as displaying more loyalty to the firm, Xers' self-evaluation tallied their loyalty at 3.47, while the same people gave Boomers a rating of 4.28, which falls under the bracket "all the time" in loyalty. Xers also rated boomers as having more desire to see their company succeed, as well displaying a need to achieve longer-term goals within that same company, as well as showing a great deal of respect to the company's internal policies. Boomers were also rated as seeking self-fulfillment rather than monetary returns.

These results are supported by the literature review in Chapter 2, where Boomers were repeatedly praised for their loyalty towards their employers/firm. As we've already shown, Boomers are hard workers and not very demanding (Office of Human Resource Education,

2012). They believe that all the work they endure will pay off until ultimately they receive recognition and reward. And like the veterans, they seek job security and consider that their organization will take care of them until they retire (Office of Human Resource Education, 2012).

Boomers have been labeled as being “workaholics” due to the fact that they became less familiar with the traditional family and faced a lot of work-family conflict (Beutelle & Wittig-Burman, 2008).

We believe that the general state in Lebanon is very unfavorable for most Boomers, especially the older ones, because the jobs available to them are paying relatively low wages and there is a great deal of competition for jobs in certain sectors. This in our opinion fuels the Boomers’ already present loyalty to their firm, turning it into a feeling that their job is a last resort, fearing the day where they could be laid off because finding a job in Lebanon at the age of 50 is a not an easy task given the number of educated and unemployed youth in the country.

Research Question 2 – Technology

The respondents were asked to rate Technology through four questions in the questionnaire. In both tests, the self-evaluation and the cross-evaluation, Xers were rated as having more pleasure using technology, unlike Boomers for whom using advanced technology was somewhat of a daunting task. Xers were also rated as being more technologically efficient, displaying more effort and more personal initiative to increase their personal knowledge, as well as engaged heartily in new training opportunities. Boomers on the other hand, rated themselves as disliking the general use of technology in their work which is very much supported by all the literature we came by. Boomers also displayed a general sense failure when it came to this topic, rating themselves 2.88 on efficiency.

The results are supported by the literature which simply stated that Xers grew up with technology already a household item, it was never introduced to them as something new that came to improve their lives. Xers tend to be technologically savvy; they were the first to play video games, they witnessed the music industry evolve from records, eight-track tapes, and cassettes to CDs, DVDs, MP3s and more. Microwaves and TVs were always available with improvements brought to them each year. And most importantly, Xers were the first generation to start using computers as their prevalence has taken off during their lifetime (Gravett &

Throckmorton, 2007). In addition, the emergence and spread of the internet, cell phones, pagers, answering machines, voice mails, beepers, PDAs, and laptops carved the way through Xers' life and took their toll on the following generations making technology essential for everyday life (Gravett & Throckmorton, 2007).

In our opinion this is also the case in Lebanon, where the results clearly state that the younger generation is the more technologically capable generation. In a time where technology affects every single aspect of life, Xers will continue to have an edge over their counter-parts. But what is unique to Lebanon's case, and is still a burden today, is a 15 year civil war, which literally halted any kind of growth. From 1975 until the end of 1990, almost the entire country was turned into a warzone, so there was very little attention paid to improving certain aspects of the country that weren't as urgently needed, such as telecommunications, including internet connections, infrastructure and power plants and so on and so forth. The boomers were the ones who lived the war, and in doing so, they were robbed of a chance to keep up to date with the huge amount of technological growth and enhancement happening worldwide.

Research Question 3 – Authority

Respondents were asked five questions from which we would deduct the necessary results. In the case of Authority and as was expected after reviewing the literature related to authority in the workplace, it is clear to see that the older generations definitely do have a greater deal of respect for authority and company hierarchy.

Boomers in this study were rated by Xers as having a 4.05 rating on respect for authority, while rating themselves at 3.52, Xers also rated themselves lower than Boomers under avoiding conflict, which leads us to conclude, based on the answers provided, that this behavior isn't as strong as described in the literature review, as well as realizing that a possible root of the carelessness sometimes displayed by Xers at their workplace is their lower level of loyalty to their firm in comparison to Boomers. Xers continued to rate themselves lower than the Boomer's rating and this was the case in most of the answers concerning authority.

The respect for authority and loyalty to strict hierarchy stems from the fact that by the time baby boomers entered the workforce, veterans had already been there and managing with a command- and- control leadership style (Office of Human Resource Education, 2012), that is being goal-oriented, authoritative and decisive with clear tasks in mind (Sloane, 2013).

Nowadays, like their predecessors, they have been in the workforce for decades. They are hard workers and not very demanding (Office of Human Resource Education, 2012). Therefore this authoritarian perspective has been fueled by being directly related to the success of the firm to which the Boomers felt so strongly about under loyalty.

Research Question 4 – Teamwork

Teamwork and Motivation are the only two variables that did not reveal a unanimous decision across both tests. Regardless, the result was negative and we concluded by accepting that there was no generation gap supported by the literature provided.

The question remains, why do Boomers consider it so difficult to ask their coworkers for help? And why did they rate themselves generally lower than Xers did in almost all of the indicators? Is there a possibility that psychological factors are holding them back from expressing themselves out of fear of sounding old and surpassed?

As we previously explained, a generation represents the people who were born and raised during a specific period, and are differentiated by a certain set of characteristics that captured the culture during their upbringing and molded by distinctive experiences during their critical developmental stages. Moreover, the influence of broad forces such as parents, media, peers, and popular culture helped create the common values among people growing up at a particular time and separating them from others who grew up at different times (Twenge & Campbell, 2008).

However, change in cultures takes time to become visible and evident in personalities and traits. In fact, individualism and the person's view to teamwork or groups have changed from the 1950s and until the 1980s. Furthermore, baby boomers were certainly individualistic, but they did not become so until adulthood and in moderation (Twenge & Campbell, 2008).

This is due to the fact that their upbringing in the 1950s and early 1960s stranded them in non-individualistic attitudes, especially that their parents - the veterans - taught them teamwork principles and loyalty. This is perhaps why they explored the self in groups, ironically (Twenge & Campbell, 2008).

The emphasis on the individual and self continued to grow in the following generations, making them more individualistic and less team oriented. In fact, generation X has become a very narcissistic generation, overconfident, lacking empathy and having an inability to take someone else's perspective, or even getting along with them (Twenge & Campbell, 2008).

Research Question 5 – Motivation

Researchers relate the motivational drivers to the locus of control where the Internal-External Locus of Control scale seeks to distinguish between individuals who relate the cause or control of events or outcomes to themselves - internals - or to their environment - externals (Twenge & Campbell, 2008). Over the last few decades, generations have moved from being internally focused to being externally focused, which had implications and repercussions on their attitudes, perceptions and behavior in the workplace. For example, generation X is characterized by being external where Xers tend to blame others and luck, and want to be motivated by their organization before doing anything. This is due to the fact that while growing up, they saw their parents being laid off by their companies in which they've spent most of their lives in, so they have become less loyal and hence less motivated (Wong et al., 2008).

In our study, Motivation was based upon 6 questions, all of which were also indicators for other characteristics, i.e. Loyalty and Authority. Motivation was also one of the variables that did not produce a definitive answer. In the self-evaluation test, Xers rated themselves generally higher than Boomers in terms of being motivated through self-fulfillment vs. monetary gains, being more loyal to the company and more ambitious to see it succeed, as well as taking on more training and improving one's skills. The literature suggested that Boomers were the ones who are more motivated by the work they are doing and the maintenance of their career while Xers were looking for a higher salary. In the case of the cross-examination, there was no significant difference found between these two groups, based on their own testimonies. Which ultimately leaves room for further research to examine, Teamwork and Motivation; two variables that might create a gap in Lebanon.

Conflict management

Having realized the importance of bridging the generation gap in the workplace, and its impact on the work outcomes in general, organizations can choose one or more of several techniques that would help reduce the gap's negative effects and even prevent them. In the following section, we will see how each of these techniques can contribute to bridging this gap, and elaborate on each technique's effectiveness.

Training and development programs: Training can be defined as the systematic approach to changing people's knowledge, skills and attitudes to improve the organization's as well as

individual and team effectiveness. Development is the systematic effort that affects the knowledge and skills of individuals for the purpose of personal growth or future jobs (Aguinis & Kraiger, 2009). Training and development programs have several benefits, of which we mention: building a more efficient and motivated team, which improves employee morale and enhances the organization's outcome (Ekot, 2010). That means that the company's employees will learn about the generational differences and how to overcome them, which will bridge the gap and lead to better communication and organizational results.

Creating a sense of affiliation: The need of affiliation is one of three acquired needs laid out by psychologist David McClelland in his theory on the motivations for human behavior. It concerns the individual's desire to be associated with specific people and groups, to have a greater sense of belonging and place (McMahon, 2014). As we saw earlier, belonging to different generations and having to work together in a single workplace can be a difficult thing, especially if the lines of communication are broken. Therefore, creating a sense of affiliation where all employees would feel that they are part of the same team and that they are more similar than different would help decrease the negative effects of the generational gap. (McMahon, 2014)

Job Rotation: It's a workplace training tool where employees work at several jobs, assuming their colleagues' tasks, which gives individuals a better sense of what their colleagues do, and therefore promotes better understanding and appreciation among staff. This tool also promotes learning and serves as a motivational means (Browne, 2014). By implementing job rotation, individuals from different generations can learn each other's tasks, which will help in more appreciation and decrease in the generation gap, all the while understanding that if at times his or her coworker can seem annoying or bossy, it is not necessarily due to age or gender but due to the tasks required. (Browne, 2014)

Regular staff meetings: Regular staff meetings are beneficial to all. They enhance the communication among the members of the organization; the employees will feel more liberated thus undertaking ownership of the work they execute, with increased trust and interactions among them (McDade, 2013). Therefore, everyone will be able to talk about the issues they face in the workplace, any suggestions they may have, or simply something to get off their chest as well as a forum to discuss any ongoing or new disagreements of any interpersonal issue that might occur with one another (McDade, 2013).

Increased managerial control: Managerial control is important to the organization in general, and despite the fact that several companies have decreased the control over their employees to make room for creativity and innovation, some still implement the strategy of increasing managerial control to eliminate conflicts among employees. When it comes to generational differences, this increase in managerial control can be applicable in organizations where work is technical and where any source of conflict must be eliminated instantly, in strict bureaucratic fashion (Ekot, 2010).

Coaching and mentoring: These development techniques apply one-on-one discussions to enhance an individual's skills, knowledge and performance. These activities have both organizational and individual goals, with an added value that personal issues may be discussed during the process (CIPD, 2013). Hence, we see that generational differences can be resolved and discussed among individuals in the workplace, decreasing the resulting conflicts of the generational gap and ensuring better communication and organizational effectiveness. (CIPD, 2013)

War and the Lebanese Diversity in the Workplace

Diversity in the workplace is an important factor to be considered when examining behaviors and attitude of employees. In Lebanon, diversity is officially implemented and commonly understood in terms of religious belonging; an element of Lebanese society that is directly related to the country's history. After World War I, Lebanon which had been a part of the Ottoman Empire, became under French mandate. After achieving its independence in 1943, the French secured power distribution in the country on a confessional basis and distributed positions in the parliament and in public institutions among confessional groups. In 1975, the lack of policies promoting equality among the Lebanese stimulated isolation and flared disparities between confessions, leading to a 15 year-old civil war. In 1989, the Lebanese government reached an accord to balance Christian and Muslim representation in power positions. This agreement ended the civil war but anchored confessional divisions even further. (Ariss, 2010).

Nowadays, conscription in public institutions is regulated with compulsory confessional diversity while the private sector benefits from more flexibility in employee recruitment.

Although literature remains very underdeveloped on religious diversity matters, most research concludes that diversity enhances organizational performance (Richard, 2007).

In addition to this, studies have shown that war defines both the generation who experienced it and their children, much like the Great Depression and World War II did, even 80 years after. For veterans, there is a need to find purpose following a long war that should prove to be equivalent to the feeling of patriotism. For those who had been too young to fight or were born later, there is the need to live up to the older generation's standards and follow the example of their fathers.

According to William James, the "moral equivalent of war" can be represented by a defining non-combat experience that stressed struggle, camaraderie and solidarity (1910). In the Lebanese workplace, diversity and the longing for post-war unity may come into play to boost employees' motivation, loyalty, respect for management and teamwork. (James, 2010)

Recommendations for managers

Based on the observations made in this study, these are our recommendations for managers when faced with a possible generation gap:

- Managers should be aware of the generation gap; they must be educated about the problems that are likely to arise naturally when grouping a wide variety of people into a single unit. Which means that they must learn about Veterans, Boomers, Xers and Millenials, the people who are ultimately occupying the workplace, and it would be in the management's best interest to gain an understanding of their respective backgrounds and conflict areas where tensions are likely to arise.
- Managers should implement orientation programs regarding the generation gap; to be able to explain this topic to their employees, they must first understand it themselves, as well as anticipate how their employees would react to such a topic, to do that the managers must know their employees on more than just a work level.
- Despite the results from the survey question concerning the "Creating an ambiance of affiliation" which were relatively low compared to other methods, this method has been proven to be efficient in giving a chance for employees to see each other outside work hours and settings. The efficiency of this method comes in the form of employees building bridges

that they wouldn't have done at work, they could be based on lifestyle, family, sports and so on and so forth.

- Managers should take into consideration the six methods of prevention/resolution explained in the previous section.

Recommendations for future studies

The topic of generation gaps is a new topic in Lebanon but nonetheless an important one and there must be more extensive research conducted into the subject. Based on our experience throughout this study, we recommend the following steps for any future study related to generation gaps in Lebanon:

- Due to the many factors affecting the breakdown of ages in Lebanon, we recommend using different age groupings for this particular country. Since it is widely agreed that Lebanon transformed from being a stable, flourishing country, to a war-zone and more recently, to a political minefield. All these factors have an effect on the behavior of people, therefore they must be taken into consideration, dealing with a fifty year old ex-militant who is trying to reintegrate into society is different than dealing with a fifty year old in the US, where in this case, the Boomer is the veteran.
- The next study should take into consideration the entry of Lebanese Millennials into the workforce, although the effect this group will have on the Lebanese workforce is unclear, due to a lack of local job opportunities which leads to the younger Lebanese generation, Millennials, to accept international work contracts which could last a lifetime.

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Appendix A
Questionnaire

This research is being conducted in order to study the “Generation Gap” present between employees in Lebanese business firms belonging to different age groups. For the purpose of this study, these age groups will be referred to as:

- A. Xers: Those born between the years 1965 and 1981.
 - i. In 2013, these individuals would be between the ages 32 and 48.

- B. Baby Boomers: Those born between the years 1946 and 1964.
 - i. In 2013, these individuals would be between the ages 49 and 67.

As you may already know, gaps in general, whether they are social, cultural, educational, and so on and so forth have a tendency of creating friction between employees, sometimes evolving into greater problems. This research will document your opinion on the gap caused by different age groups, i.e. between employees from different eras.

You will find attached to this letter a questionnaire regarding the topic, it should take roughly 10-15 minutes to complete, if you have received this file electronically, please highlight or underline your answer and return it as a word file.

Your participation is greatly appreciated, this questionnaire does not ask for your name, and all information received will be kept strictly confidential and used only for statistical purposes related to this research. If you have any questions or comments, please do not hesitate to contact me, jynaccache@ndu.edu.lb.

Thank you for your cooperation.

Part 1:

Please specify the following.

Age: _____

Gender:

1. Female
2. Male

Education:

1. High school (or equivalent)
2. Bachelor's (or equivalent)
3. Master's (or equivalent)
4. Doctorate
5. Other: _____

Professional Status:

1. Employee
2. First line manager
3. Senior manager
4. Director

Income Level: Monthly

1. < \$1,000
2. \$1,000 - \$1,500
3. \$1,500 - \$2,000
4. \$2,000 - \$3,000
5. > \$3,000

How long have you been with your current company? _____

Does your company have any training programs regarding a generation gap? _____

Part 2: Understanding differences in perception

Please rate according to the following scale and characteristics, both Xers and Boomers.

1 – Never; 2 – Rarely; 3 – Sometimes; 4 – Regularly; 5 – All the time.

	Xers					Boomers				
18. Motivation to see company succeed.	1	2	3	4	5	1	2	3	4	5
19. Loyalty to the firm.	1	2	3	4	5	1	2	3	4	5
20. Long-Term aspiration within the firm.	1	2	3	4	5	1	2	3	4	5
21. Respect for internal company policies.	1	2	3	4	5	1	2	3	4	5
22. Enjoys the use of technology.	1	2	3	4	5	1	2	3	4	5
23. Technologically efficient.	1	2	3	4	5	1	2	3	4	5
24. Strives to increase knowledge.	1	2	3	4	5	1	2	3	4	5
25. Enjoys new training opportunities.	1	2	3	4	5	1	2	3	4	5
26. Respects authority.	1	2	3	4	5	1	2	3	4	5
27. Avoids conflicts.	1	2	3	4	5	1	2	3	4	5
28. Accepts superior's criticisms.	1	2	3	4	5	1	2	3	4	5
29. Team orientation.	1	2	3	4	5	1	2	3	4	5
30. Strives for team improvement.	1	2	3	4	5	1	2	3	4	5
31. Not afraid to ask others for help.	1	2	3	4	5	1	2	3	4	5
32. Trusts coworkers.	1	2	3	4	5	1	2	3	4	5
33. Seeks self-fulfillment.	1	2	3	4	5	1	2	3	4	5
34. No interest in monetary returns.	1	2	3	4	5	1	2	3	4	5

Part 3: Conflict prevention

Based on the following scale, please rate the following proposed solutions to alleviate any conflict between Xers and Boomers.

1 – Ineffective; 2 – Little effect; 3 – adequate effect; 4 – Effective; 5 – Very effective

1. Training and Development programs.	1	2	3	4	5
2. Create an ambiance of affiliation through events outside of work hours.	1	2	3	4	5
3. Job rotation – So that different employees will better understand each other's needs.	1	2	3	4	5
4. Regular staff meetings where all members can voice their opinions.	1	2	3	4	5
5. Increased managerial control.	1	2	3	4	5
6. Coaching and mentoring.	1	2	3	4	5

Thank you for your cooperation

Appendix B
Normality Tests

Normality Tests

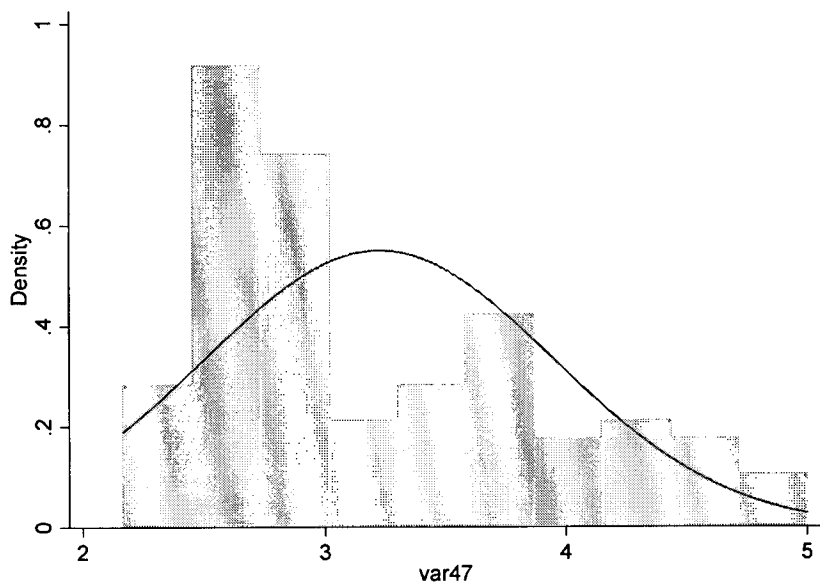


Figure 1: Normality test for Xers Loyalty.

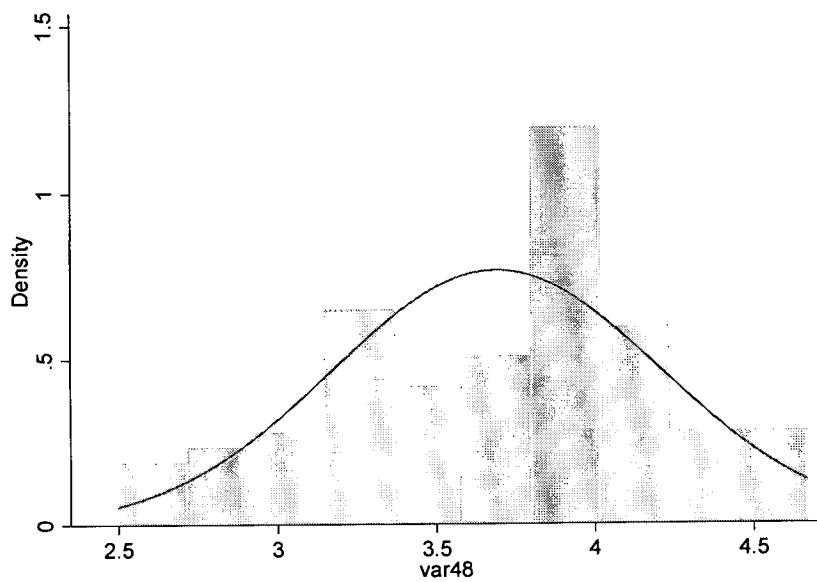


Figure 2: Normality test for Boomers Loyalty.

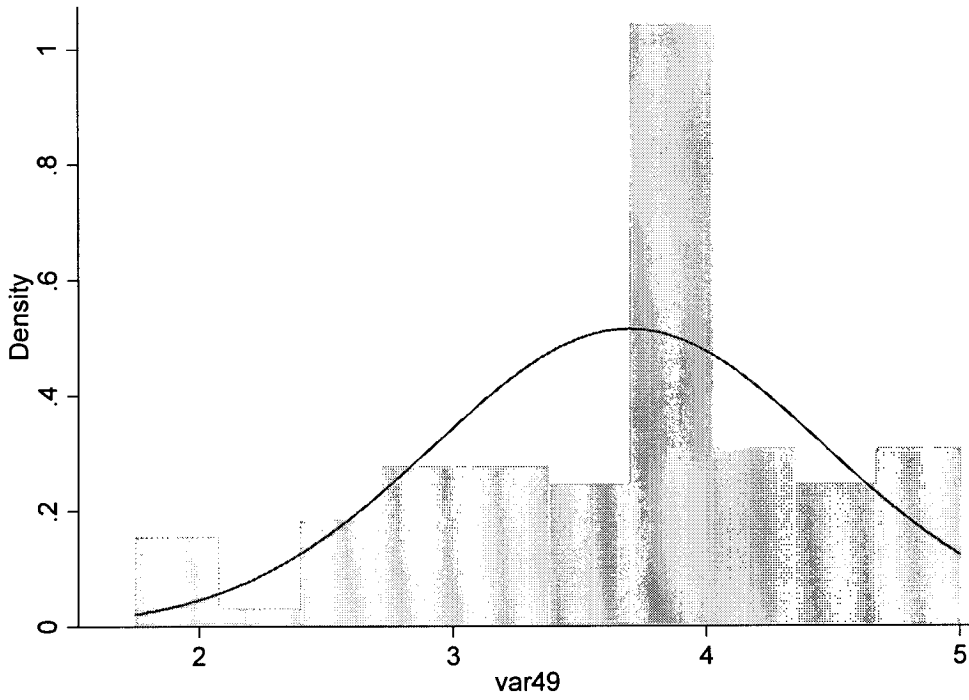


Figure 3: Normality test for Xers Technology.

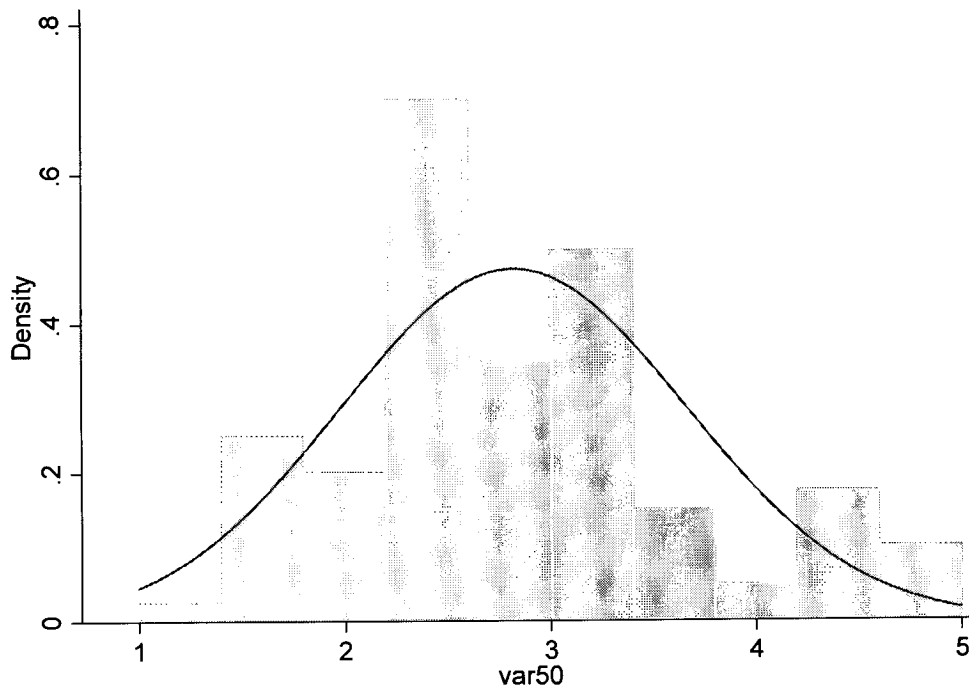


Figure 4: Normality test for Boomers Technology.

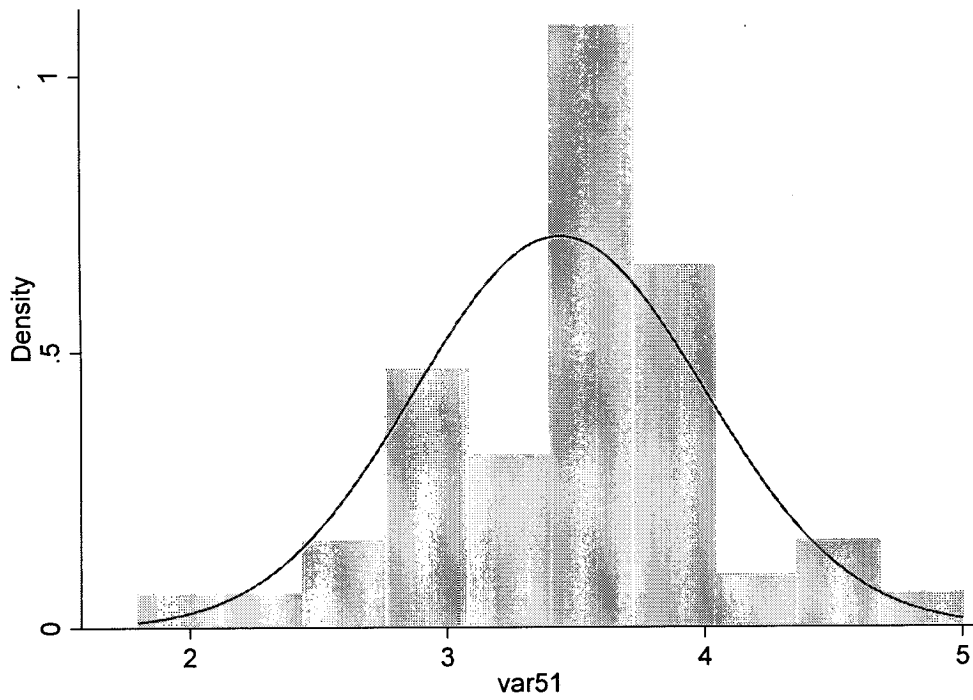


Figure 5: Normality test for Xers Authority.

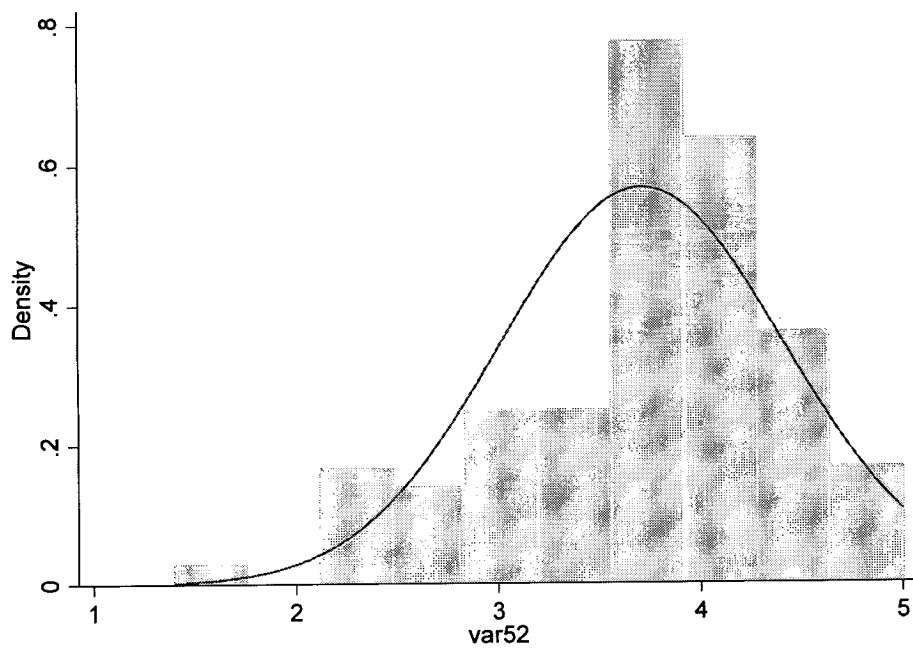


Figure 6: Normality test for Boomers Authority.

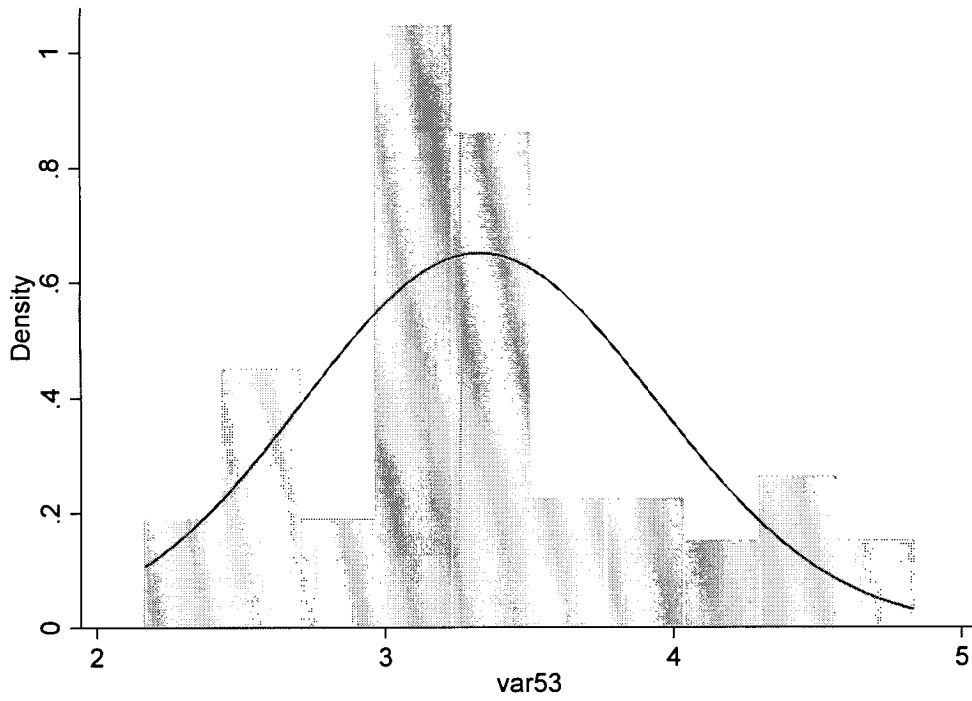


Figure 7: Normality test for Xers Teamwork.

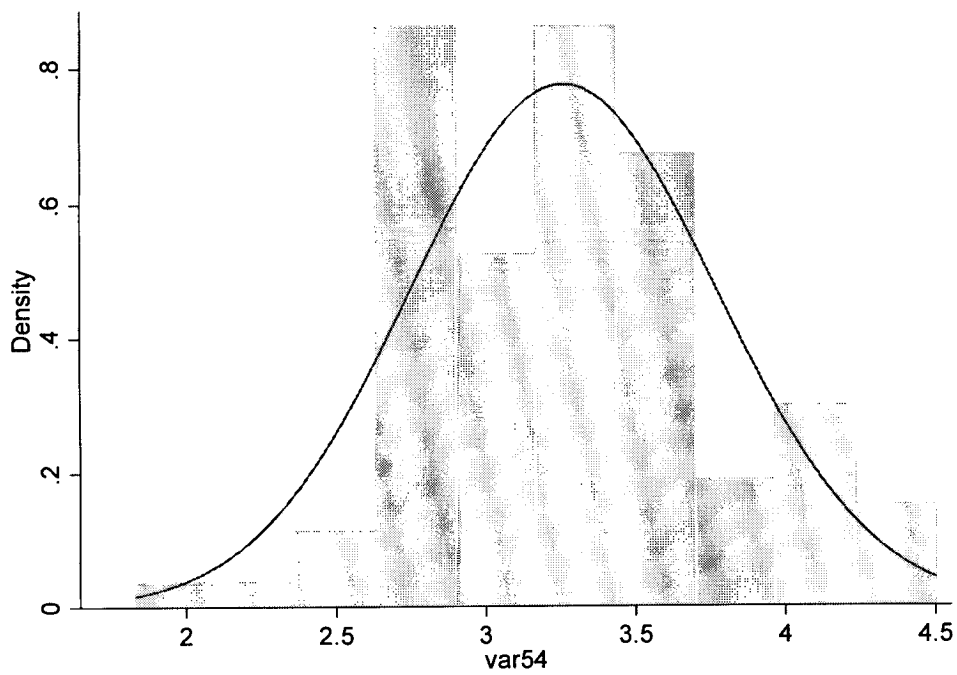


Figure 8: Normality test for Boomers Teamwork.

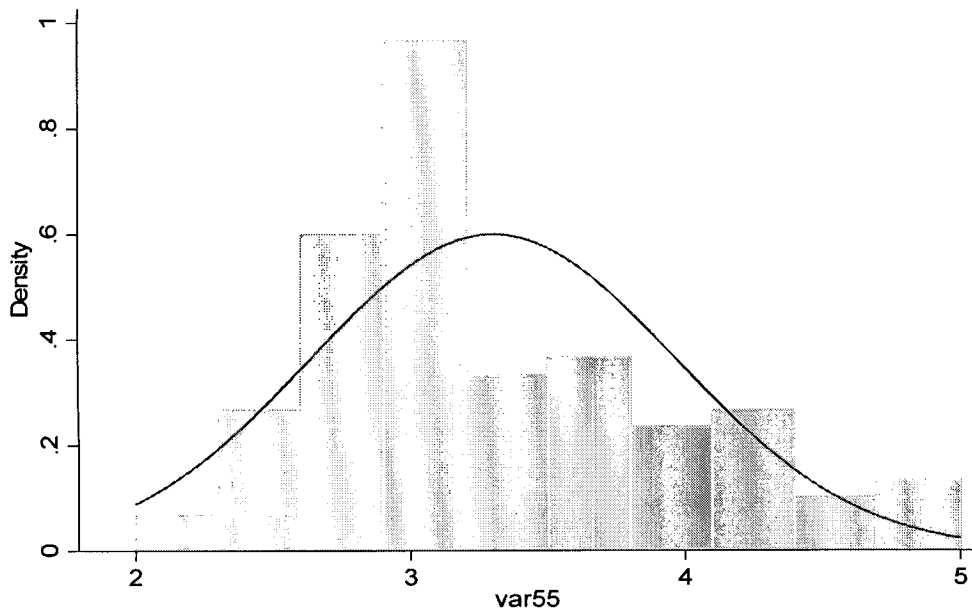


Figure 9: Normality test for Xers Motivation.

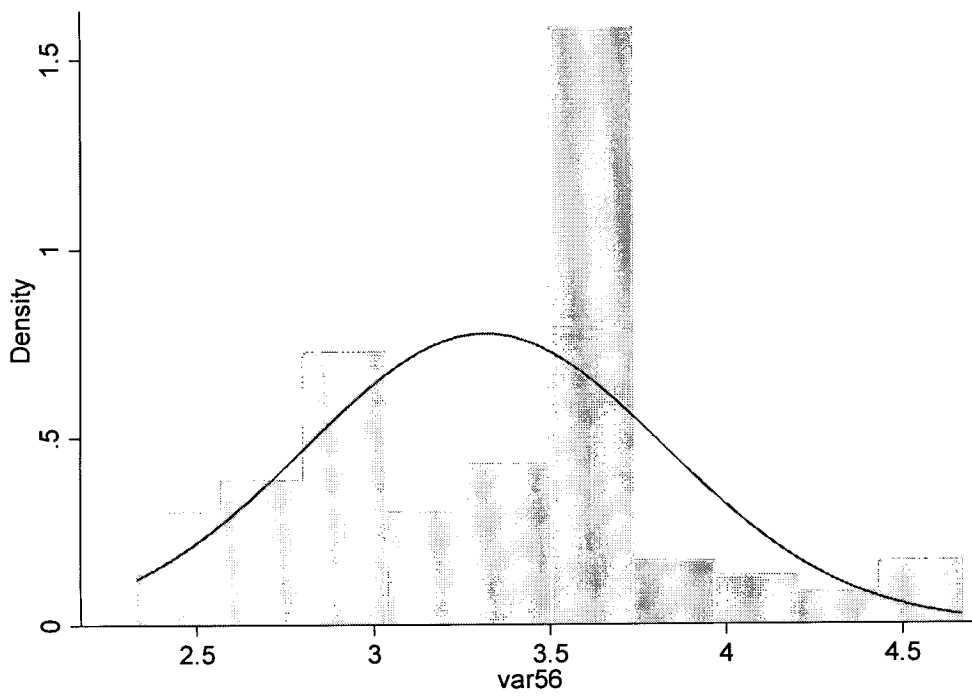


Figure 10: Normality test for Boomers Motivation.