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Generational Differences in the Public Sector of Motivation and Learning

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Abstract

This study examines the impact of generational differences in the workplace, with a focus on public employees in the Erie County Department of Social Services. The differing values and learning styles in the multi-generational workforce present challenges for public service managers as to how to effectively address these differences in the workplace. Previous studies indicate there are differences between the generations as to how they navigate in the workplace. The findings suggest that there are certain instances where the generational divide is clearer such as in the use of technology and communication styles such as texting and social media. A survey which was modified from the Survey Report on Generational Differences from the Society of Human Resource Management (SHRM) 2004 was distributed by email to 110 employees with 35 responses received. The research found that the differences in learning and motivation between the generations exist in some areas, while in other areas the responses did not present a substantial difference in motivations and learning. One of the most notable differences was the response to the question: do you consider yourself technologically savvy? 51.43% of the respondents answered yes while 48.57% of the respondents answered no. The cross tabulation result showed 76.92% of Baby Boomers did not consider themselves technologically savvy, while 100% of Millennials did consider themselves technologically savvy. Generation X's cross tabulation result showed less disparity with 56.25% replying yes, they consider themselves tech savvy while 43.75% replied no. This is important for learning in the workplace as the advancement of technology changes the how the worker effectively accomplishes their work assignments in the contemporary office setting. Other notable differences from cross tabulation regarding office operations was the response to are you willing to navigate office politics?, Baby Boomers responded with 36% replying yes, Generation X

responded with 40% replying yes and Millennials 100% replied yes. All of the generations did

not like learning from reading instructions from a manual at their own pace as indicated by the

cross tabulations results as follows: 61.54% Baby Boomers, 81.25% Generation X, and 83.33%

Millennials responded no to this question. The results are significant because public service

managers need to know how to effectively train new employees.

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Chapter I: Introduction

a. Introduction

The public sector work force in Erie County Department of Social Services has undergone a dramatic change of employee composition in recent years as reflected by the different generations. The Department of Social Services has experienced the retirement of about 200 employees, almost 15% of the current 1600 full and part time Social Service's workforce as of December 2014.   The main driving force of the retirements was the ratification of the contract for first time in about seven years, which affected health insurance coverage, among other benefits. As a result, there was an exodus of eligible employees who retired. The replacement employees were from other units who had received promotions or moved laterally to new units. Our office had a brand new "culture" and new employees who needed to be trained.

One of the most noticeable differences resulting from the retirement-replacement process was the increased diversity in generational representation in the Department of Social Services. The ages of the employees ranged from twenty-something Millennials to Baby Boomers in their early sixties. The learning styles of employees were varied across generations, and the training methods used by the Department were not consistently effective. For instance older workers struggled with using new computer operating systems while younger workers had difficulty following processes and procedures which involved checking written reference material.

Scholars working in the areas of human resource management and organizational behavior suggest that each generation is associated with unique work ethics and motivation. The purpose of this study is to test these notions in the public sector. Specifically, this study seeks to discover whether there are disparate motivations among public employees attributable to

generational differences (as opposed to life cycle). It is designed as an intensive case-study of Erie County employees in the Department of Social Services, but will be of interest to public managers beyond the county as it helps in identifying cross-generational motivators, work habits, and effective training processes for a multi-generational public sector workforce. The findings can help management to change the "culture" in their respective units by recognizing the differences between the multi-generational motivations and learning in the public sector workplace by adapting workplace processes.

b. Statement of problem and purpose of study

Researchers have studied the generational motivations in the workforce and how certain stereotypes of age groups have been portrayed in terms of performance in the workplace. The Generation X's (born 1965 -1980) are compared to the Baby Boomers (1965-1980) and the Millennials born after 1980. We also have the Veterans born before 1945. The age groups all have their stereotyped attributes as reported in popular media and books. For example Veterans are perceived as too old to learn, Baby boomers are perceived as being on their way out, Generation X are perceived as whiners, and Millennials are perceived as selfish and having expectations of being entertained (Zemke, Raines, & Filipczak, 2013). These stereotypes can impact the workplace by unfairly labeling workers with these attributes, even if they are not true. This can also affect the prospect of a worker from receiving a promotion if they are perceived in a negative light due to their age. Equally, if not more problematic, informal observation and scholarly research suggests that generational differences go beyond simple personality stereotypes. There are differences in motivation and learning styles that directly impact the ability of managers to supervise and lead the multi-generational workforce.

The purpose of this study is to understand the generational motivations in the workforce focusing on public employees. The participants will be drawn from Erie County Department of Social Services The focus of the study will be to explore the possible different motivations of the different generations and how the different generations learn new information. The results will examine how motivation, training, and human resource processes can be adapted to address the different generational motivations in the workforce as related to the public employee. The research will be of value to public managers who need to know how different generations are motivated in the workforce. The study will identify cross-generational motivators, work habits, and identify factors to take into account when looking for effective training processes for a multi-generational workforce.

c. Significance of study

The significance of the study as noted by Zemke et al, (2013), is that understanding generational differences are important because generations have different values, attitudes, ambitions, and mind sets. Organizations can capitalize on diversity of the different generations, but as Arsenault (2004) notes, generational interaction can be both positive and negative. Positive generational interaction leads to the sharing of different perspectives that foster innovation and creativity. The negative intergenerational interaction leads to conflict, which set people in opposition to one another because of different ways of working, talking, and thinking. (Zemke et al., 2013). It is essential in today's workforce that organizations in the twenty-first century have different generations working together with a greater exchange of information and the use of technology. Understanding generational differences are important in order for organization's management to address this type of diversity in the workforce which has been misunderstood and largely ignored to date. The study will help public managers recognize the

difference between the generations as to how the generations perceive authority, learning, and each other in the workplace. The awareness of differences and similarities between the different generations within the age cohorts will further the understanding and interactions so the public managers may address the issues and problems faced in the workplace more effectively.

Chapter II: Review of Related Literature

a. Introduction

The generational differences in the work force have been studied by scholars and there are many assumptions made regarding the motivations and values of different generations of workers. "Generational differences validation" was established by sociological theory in the 1950s by Karl Mannheim to illustrate American culture (Parry & Urwin, 2011). Generations are defined as: "people passing through time who come to share common habitus, hexis, and culture, a function of which is to provide them with a collective memory that serves to integrate the generation over a finite period of time" (Arsenault, 2004). The term "hexis" means habits acquired by training and habitus means values and disposition for a particular social group. "This definition draws special attention to a shared or collective field of emotions, attitudes, preferences, and dispositions and set of embodied activities that each generation uses to create their own traditions or culture" (Eyerman & Turner, 1998).

Generations are categorized as identifiable groups that share a certain time frame as to when they were born. For this study the researcher will use these generational identifiers to define the age cohorts: Veterans (also referred to as matures or traditionals) born between the years of 1909 to 1945, Baby Boomers (Boomers) born between the years of 1946 -1964, Generation X born between the years of 1965-1979, and Millennials born after 1980

(Stapleton, Wen, Starrett, & Kilburn, 2007) .   The literature establishes what is currently known about cross-generational motivators, work habits, and effective training processes for a multi-generational workforce.

b. Review and critique of literature

The definition of age cohort or generations is used interchangeably throughout the literature. The definition and use of the terms is further discussed by researchers in order to more effectively analyze the data of intergenerational differences. Researchers distinguish age cohorts by influences that exist in certain point in time and generations are affected by historical events that affect life stages and generational differences. (Becton, Walker, & Jones-Farmer, 2014; Parry & Urwin, 2011). The research and theory of generations is viewed from two different perspectives: the social force perspective which views generations as inter-related and multidimensional social groups and the cohort perspective, which views generations simply as a collection of people born in a given time period (Lyons & Kuron, 2014).

According to the U.S, Labor Department there are approximately 150 million employees in the United States as of 2009. It is projected by the year 2010, 5% of these employees will be veterans, 38% Baby Boomers, 32% Generation X , and 25% Millennials . Millennials will account for 42% of the workforce by 2020. It is expected the number of Baby Boomers and Veterans will decline by 68% and 37% respectively, from 2010 to 2020. Generation X will show the least change during the next decade, remaining at about 30%. (Mlodzik & De Meuse, 2012). The workplace is changing as there will be an exodus of Veterans and Baby Boomers that willl cause a greater strain on employers due to lost talent and experience in their workforce. These changes are occurring more rapidly than in the past, thus affecting workforce demographics

which will have a profound affect on employer's talent base (Mlodzik & De Meuse, 2012).

Currently, how we view generational differences is largely being influenced by media reports and popular "current event" approach to explaining the generations (Mlodzik & De Meuse, 2012). Popular press reports daily about the immense differences between the generations. The understood differences among generations are the collective perceptions of different generations. For instance, Veterans are perceived as those "who don't know how to use technology," while Generation X is perceived as "being preoccupied with technology." Comparisons are also commonly made between generations on issues such as financial security. Generation X workers feel less hopeful about the future due to high debt from college loans and less earnings, while many Boomers are delaying retirement because of lost income from job loss and lower returns on their 401ks due to the stock market crash in 2008 (Guss & Miller, 2008).

The question remains, does being from a different generation affect our values and ethics? And if individuals bring their moral and ethical beliefs to bear when making decisions and functioning in the workplace, how do generational dynamics impact those things? To better understand generational dynamics and begin to address these questions, it is important to begin with a closer look at each generation and the evidence that exists on real, rather than perceived, differences between them.

There are four generations of workers currently employed in the work place: the "Silent Generation" or Veterans, born 1925-1945; Baby Boomers, born 1946-1964; Generation X or Gen X, born 1965-1980; and Millennials, born after 1980 (Stapleton et al., 2007). Who are they and what are their attributes? The literature defines each group by using historical references, accepted norms, and the advent of the technological age to differentiate the generations.

The "Silent Generation or Veterans are often called the, "Greatest Generation", as coined by news broadcaster, Tom Brokaw. Veterans have mostly retired from the workforce, but there are still many who are employees. This generation was influenced by both the Great Depression and World War II. This generation respects authority, holds traditional values, likes formality, is loyal, and refers to historical facts and their own experiences in navigating the workplace. They are described as being detailed oriented, hardworking, and resistant to change (Gursoy, Maier, & Chi, 2008; Lioota, 2012; Tolbize, 2008; Zemke et al., 2013).

The Boomers grew up with a sense of entitlement with respect to quality of life and high expectations. The name of baby boomers is derived from the high rate of births, of about 78 million babies, from 1946 to 1964. During the Boomers' formative years this generation experienced many changes which affected their respect for authority. The Vietnam War, civil rights riots, and violence against prominent leaders such the assassination of President John F. Kennedy on November 22, 1963, Martin Luther King on April 4, 1968, and Senator Robert Kennedy on June 6, 1968, caused a dramatic shift in the values of this generation. The Watergate scandal also occurred during President Richard Nixon's presidency in the 1970s. The Boomers lost faith in authoritative figures, and questioning and distrust for authority grew. While they lack the Veteran's respect for authority, this generation values the chain of command. Also like Veterans, Boomers can be technologically challenged in the workplace. (Smola & Sutton, 2002; Tolbize, 2008; Zemke et al., 2013) .

Generation X grew up with a lack of solid traditions and insecurity. Generation X experienced rapid change with both parents working and single parent households compared to the prevailing norm for the Baby Boomers of a two parent household with one parent employed usually the father. Because of this, they tend to be very self-sufficient and work better in

isolation. They are very tech savvy and have great respect for technology. As a result, Generation X prefers to work in an environment with the latest technology available. The electronic age has dominated the Generation X's childhood and adulthood with fast changing technology being the forefront of their lives. (Smola & Sutton, 2002; Twenge, 2010; Zemke et al., 2013)

Millennials are the first generation to grow- up immersed in digital media. They are characterized as being accustomed to being the center of attention and spoiled. They were brought up in small families and one in three is the product of divorce. They are the most racially and ethnically diverse generation in history. While growing up, Millennials were the authority regarding digital technology, not their parents. Millennials are the newest employees in the workforce and have expectations of high wages and flexible work arrangements. Millennials prefer collective action and are optimistic about the future. They like teamwork and collaboration, but tend to question every rule, because they like to break rules. They change jobs often and do not hesitate to make entire career changes. Like Generation X, they embrace technology. They are connected 24 hours a day with I-phones, I-pads, and are thought to be the next generation of socially active individuals since the 1960s (Gursoy et al., 2008; Lyons & Kuron, 2014; Smola & Sutton, 2002; Tolbize, 2008; Zemke et al., 2013).

The four groups of generations have many things in common despite their differences in life experiences and/or exposure to technology. Indeed, researchers conclude that there are not that many differences in generations in the workplace. One of the largest generational research studies on this topic, conducted by the Center for Creative Leadership, sampled 3200 U.S. participants, and found little support for generational differences in the workplace. The research surveyed ten different work-related areas such as values, interpersonal trust, and organizational

politics. The researchers' findings found more in common between the generations in the workforce than the popular media reports would have us believe. The factors that can influence generational variance are age, maturity, career stage, and life-cycle stage (Mlodzik & De Meuse, 2012).

Similarly, intrinsic work values, such as finding meaning and interest in work, and extrinsic values including status, respect, and high salaries, tend to be similar across generations ("Generational Differences in Workplace Ethics," 2013; (Twenge, 2010). All generations value achievement, competence, balance, and responsibility. Research also suggests that 'work ethic' may not vary significantly across generations despite popular stereo-types. One study compared the work ethics of college students and workforce professionals, found no significant differences in the overall work ethic of students and workforce professionals (Van Ness, Melinsky, Buff, & Seifert, 2010). The different generations just go about achieving these goals differently (Guss & Miller, 2008).

A Closer Look at Generational Differences:

The literature on generational differences is diverse, and touches on many things including values, work ethic, employment expectations, preferred work environments, and working styles. As noted in several studies, there are persistent stereotypes that exist that researchers have been able to explain and clarify. For example, in regard to the stereotype that Millennials and Generation X express a weaker work ethic, researchers have found that they have a similar to propensity to older generations for hard work, but at the same time, may have a stronger leisure ethic (Van Ness, et al 2010). While debunking some stereotypes, researchers have uncovered several important differences that impact the workplace.

Researchers have found some striking differences in values of employees of different generations. The signature values of Veterans are dedication, sacrifice, conformity, delayed reward, and duty before pleasure verses the Baby Boomers who value personal gratification, health and wellness, personal growth, youth, and team orientation.   Generation X values diversity, thinking globally, techno-literacy, fun, informality, and self-reliance. The Millennials exhibit some similar values as Generation X. Some of the Millennials core values are optimism, civic duty, confidence, achievement, sociability, and diversity (Zemke et al., 2013).

The conclusions of Smola & Sutton's (2002) as to whether work values change as workers grow older are compared in their study from 1974 and 1999. The work values of the sample from 1979 suggest that work values change as workers get older. The 1999 sample concludes that workers are less likely to believe hard work makes one a better person and those societal views overpower what we assume occurs with a maturing worker (Smola & Sutton, 2002).

The generations also differ in terms of their work habits.   Veterans are thorough, detail oriented, and loyal but their liabilities are ineptness with ambiguity and change and they are uncomfortable with conflict Boomers are detailed oriented, not good at multi-tasking, and they do not like computers according to research findings (Zemke et al., 2013).
The findings for Generation X indicated that they are proficient with technology and value technology advancements. They are lone rangers and able to multi task. Millennials like change and are willing to seek a new job if they are not satisfied with their current employment Millennials defined work habits are rules are made to be broken, the more the merrier- belief in collective action and here today and gone tomorrow (Gursoy et al., 2008).

The generations also vary in terms of communication preferences, skills, and styles.

Generation X and Millennials, embrace electronic communication such as the use of text messaging, email, and virtual collaboration to work out business solutions. Boomers and Veterans, on the other hand, are more comfortable with face to face discussion regarding work issues. Written communication for older generations tends to be more formal, with the use of business letters and memos being emphasized to a greater degree. This formality is less likely to be used by younger generations, and is likely to become less prevalent as Veterans and Boomers retire (Burmeister, 2008; Guss & Miller, 2008).

The generations also differ in terms of how they deal with change. The generational differences as noted by Burke, (2004), are issues stemmed around change and the perception that older workers are resistant to make changes. Younger workers are eager to embrace new ideas and challenge everything. The older worker doesn't like being challenged and feel they have paid their dues. The older worker does not like change, specifically the Veterans. They do not want to buck the system and are uncomfortable with conflict.

Impact of Generational Differences on the Work Place:

The research conducted found 60% of respondents from large employers reported instances of generational conflict in their organization. The unknown factor that may influence intergenerational conflicts in the coming years is how many Boomers will remain active in the work force. There are not many best practices used to address work place intergenerational differences. The amount of resources, time and money needed for training may not be available to organizations. In the public sector financing is always a concern with financial accountability of the public's tax dollars (Burke, 2004).

The study concluded some significant attributes to the different generations, such as

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Generation X's chance to learn new things verses the baby boomers wanting freedom from supervision. It was found that Generation X rated higher on technological skills. While this study is from 1998, the problem is evident in the current workplace. Research suggests the conflicts between generations exist and the differences need to be addressed by employers as the more recent research has found (Jurkiewicz & Brown, 1998)

Recruitment and Training

The recruitment and training the new public work force are in jeopardy according to researchers because of the different motivational differences between the generations (Jurkiewicz & Brown, 1998). Personnel managers are concerned that recruitment, retention, motivation, training, and creating a culture of change will continue to be of concern over the next two decades.   .

The preferred training styles and training needs of the generations have been found to be different as evidenced in the study conducted by (Tolbize, 2008). The findings by the researcher differentiate learning styles and training needs as soft skills and hard skills. Soft skills are learned by trial and error such as effective communication and leadership. Soft skills require emotional intelligence. Hard skills are generally learned from classroom instruction or from written material. Hard skills: the rules stay the same and a good example of a hard skill would be proficiency in accounting. Veteran and boomers prefer to learn soft skills on the job and hard skills through classroom instruction. Generation X and Millennials prefer to learn both hard and soft skills on the job. The study indicates training needs should be modified as opposed to blanket training for hard skills in order to meet the needs of the specific group.

Research indicates the generational differences need to be addressed by leadership in

order for an organization to perform more effectively in today's current workplace atmosphere. More studies need to be conducted to provide the needed information for organizations to address generational differences in the workplace (Zemke et al., 2013). The public employee workforce continues to evolve as (Burmeister, 2008) notes understanding the stylistic differences between generations is important in order to motivate a multi-generational team.

Although baby boomers have reached a point in life when most begin to consider retiring, a recent AARP survey found that many over the age of 50 are not confident they will able to afford to retire. The AARP survey is significant because the 53% workers over 50 expect to delay retirement for financial reasons (Miller & Rey, 2014). The findings of this survey suggests that the generational divide in the workplace will continue to be considerable in the years ahead because workers over 50 expect to remain in the workforce longer instead of retiring. Younger workers will be working with co-workers who are close to their own parent's age. Ensuring a smooth-running workplace in the years ahead will require managers to address the differences in their multi-generational workforces.

c. Summary

In conclusion after comparing the existing research and their collective findings, generations appear to be more similar than different in many regards. The generational differences between age groups as described in popular media may be exaggerated. Work ethics and values of the generations appear to be in alignment. While the "ends" of work are similar, the generations do have significant differences in terms of the "means" with which they conduct work. For instance, there are significant differences on how the different generations communicate in the business setting. Similarly, the advancement of technology has changed the

face of the work place and the expectations of the employees and organizations.

The fact of the matter is people are living longer and workers are staying in the workforce longer due to economic conditions. Generations working together in the future will be the norm. The literature supports the notion that generational differences of motivation and learning exist in the work environment. The current changes specifically with technological advances and the quick exchange of information has presented a challenge in the work force. By understanding the make-up of workforce, employers can use strategies for managing the transition of knowledge between the generations (Bennett, Pitt, & Price, 2012).

Chapter III: Methodology and Data Analysis

The literature points to similarities and differences between generations and how the characteristics of each generation influence work habits, motivations and learning in the workplace setting. These differences as indicated by the literature raise issues that public sector managers need to be aware of and take into account when supervising a multi-generational workforce. The findings found technology savviness to be of particular importance. Local public administrators may be able to overcome common workplace challenges if they recognize generational differences and adjust training methods, such as using older worker's experience and knowledge to help younger workers, and tapping into younger workers' comfort level with technology to help older workers overcome their trepidation. Given Erie County's transitioning workforce, it is important to determine the extent to which the findings of earlier studies hold true locally. If local workers display similar generational differences, lessons learned by others may be applied to overcome current workforce challenges.

a. *Design of study*

The purpose of this study is to discover whether the disparate motivations and work habits among local county employees are attributable to generational differences. As mentioned previously, the Erie County Department of Social Services is increasingly becoming a multi-generational workforce as large amounts of new staff are being hired in the wake of recent retirements. The ages of new staff vary, from twenty-something Millennials to Baby Boomers in their sixties. The Department of Social Services is finding that generational differences seem to come into play when new staff is being trained.

This researcher has observed the generational differences first hand while training new staff. Baby Boomers appear to be less confident in their technological skills, and lack knowledge of certain processes that many younger workers take for granted, such as attaching a file to an email message.   Conversely, younger workers are more adept in the use of the technology but seem more resistant to using written reference materials in order to complete tasks. Different generations appear to exhibit different strengths and weaknesses. This study will systematically examine these apparent differences to determine where they are most prevalent, and where commonalities exist. The findings will be used to help inform revised training methods within the Department of Social Services.

The research design for this study employs quantitative methodologies, utilizing the answers from a close-ended web-administered survey to draw conclusions about existing generational differences. This research is based on an intensive case study (n=1) of fulltime employees who work for the Erie County Department of Social Services, and attempts to determine if cross-generational learning and motivational differences exist in the Erie County

work force.   The researcher seeks to confirm a correlation between the variables of generational differences as indicated by the age cohorts. The age cohorts referred to for this study are Veterans born before 1945, Baby Boomers, born 1945-1964, Generation X, born 1965-1980, and Millennials, born after 1980. The variables between the generational differences would be differences as reflected in office operations, learning, and generational issues and conflicts.

Statement of Hypothesis

This study tests the following hypotheses:

H0: There are no significant generational differences in motivation and work habits in the public sector workforce in Erie County, New York.

H1: There are significant generational differences in motivation and work habits within the public sector workforce in Erie County, New York.

b. Characteristics of the subject population

The sample used for this study includes one hundred and ten public sector employees from the Erie County Department of Social Services who participate in the Social Service's Human Resource Development Division (HRD) sponsored education program. Erie County Department of Social Services (ECDSS) encompasses a breath of services that includes twenty seven different units that provide services to the community such as Daycare, homeless assistance, Children's Services, and Temporary Assistance. (See Appendix D for ECDSS organizational chart dated July 2015).

HRD provides orientation to new staff, training of mandated subjects such as workplace violence and mandated reporting policies, computer training courses, and staff development courses through both online and face to face classroom training. HRD also oversees and manages the employee education program, which is available to the Social Services' staff who meet the

requirements to participate in the program. The requirements are: must be a permanent employee, have one year of service in Social Services, and is a current fulltime employee. The participants represent a cross-section of public employees from various Social Services units such as Child Protective Services and the Medicaid Division. Subjects are identified through nonprobability convenience sampling of employees of Erie County Social Services, who are current students or graduates of the employee education program, who graduated from May 31, 2011 to December 31, 2014. All participants are current fulltime employees of Erie County Social Services. The sample included both men and women, and included only those over the age of eighteen. The number of participants selected was 110. The survey was administered using Qualtrics, an on line survey method. The sampling frame uses a list of emails of the selected participants.

Sample Selection:

    a. <u>Age Range</u> – Adults over eighteen years of age.

    b. <u>Sex</u> – male or female

    c. <u>Number</u> – 110

    d. <u>Inclusion Criteria</u> – Must be an employee of Erie County

    e. <u>Exclusion Criteria</u> – There is no specific exclusion of participants.

    f. <u>Vulnerable Subjects</u> – No vulnerable subjects

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c. Data collection and instrumentation

The data collection and instrumentation uses a modified survey from The Society of Human Resource Management (SHRM), developed in 2004. The instrument consisted of 36 questions, which collectively gather information in relation to demographics, office operations, learning, and generational issues/conflicts.

Demographic information was collected through questions 1-4. Question number 1 identified generation: veteran born before 1945, Baby Boomer born 1945-1964, Generation X born1965-1980, and Millennial born after 1980. Question number 2 identified how long the participant works in their current position: 1-3 years, 4-7 years, 8-12 years, 13-20 years, or more than 20 years. Question 3 identified gender and question 4 identified race with seven choices.

To determine differences in other areas of interest, the participants were provided a dichotomous choice of either yes or no for questions numbered 5-9, which pertained to office operations, and questions 10-26, which explore learning preferences. Participants could write in comments for question 27 as to specific generational conflicts as related to their answer to question number 26. Questions numbered 28- 35 used a four point Likert Scale, 1=frequently, 2= occasionally, 3=rarely, and 4= never to measure respondent attitudes on generational issues and conflicts. Finally question number 36 was an open ended question that asks for any additional comments. The survey instrument measured the issues- of office operations, learning, generational issues and conflicts in the intergenerational workforce. A copy of the survey instrument can be found in Appendix A.

d. Data analysis

Data was collected and analyzed through the survey program, Qualtrics which is the survey method used by Buffalo State College. It compiles the data from the survey instrument, and gives the researcher the ability to generate frequency tables and cross tabulations directly in the software. The general respondent pattern was identified by generating frequencies for the entire sample. Then, to test the hypothesis posed by this study, cross-tabs were used to determine if responses were impacted by the age cohort. The Chi-square goodness of fit test was used to determine if relationships were statistically significant. The Chi-square goodness of fit test determines whether or not sample proportions among responses are different than one would likely find under random circumstances. The results of the chi square are significant when p-value= .05 or less.

All participants' responses and names were kept confidential. The email sent to each individual was sent as a "blind copy" and the researcher did not know which participants chose to participate in the internet survey. Erie County requests a copy of the completed report.

Chapter IV: Discussion

A total of 35 out of 110 employees participated in the Generational Differences Survey, producing a response rate of 32%. Although the response rate was modest; a good cross-section in terms of age cohorts was produced. As presented in Table 1, the generational age cohorts include 37% of the respondents who identified themselves as Baby Boomers, 46% as Generation

X and 17% as Millennials. There were no responses for the age cohort identified as

Veteran; therefore the analysis presented here is limited to Baby Boomers, Generation X, and

Millennials. This distribution is indicative of the changing demographic for the public work force

as the Baby Boom generation retires from the workforce and Millennials enter.

TABLE 1				
Identify your generation			*Response*	*Percent*
1	*Veteran: born before 1945*		*0*	*0%*
2	*Baby Boomer: born 1945-1964*		*13*	*37%*
3	*Generation X: born 1965-1980*		*16*	*46%*
4	*Millennial born after 1980*		*6*	*17%*
	Total		*35*	*100%*

*Ta*ble 2 further describes the demographics of the sample. As one might expect, there is a

correlation between length of service and age cohort. The Millennial respondents have the least

amount of service while the Baby Boomers have the longest length of service. This correlation

reinforces the conventional wisdom that public sector employees tend to be "careerists" who will

remain in the public sector workforce as their careers advance, rather than migrating to other

employers. The demographic analysis of the respondents also reveals changing gender dynamics

in the Eric County workforce. Most of the respondents are female. However, while Generation X respondents had only 20% males, among Millennial respondents, 33% were males.

Table 2

	Baby Boomer			
How long have you worked in your current position?				
#	Answer		Response	%
1	1-3 years		2	17%
2	4-7 years		1	8%
3	8-12 years		3	25%
4	13-20 years		4	33%
5	more than 20 years		2	17%
	Total		12	100%

Gender	Baby Boomer			
#	Answer		Response	%
1	Male		1	8%
2	Female		11	92%
	Total		12	100%

#	Answer	Generation X	Response	%
1	1-3 years		3	20%
2	4-7 years		3	20%
3	8-12 years		6	40%
4	13-20 years		3	20%
5	more than 20 years		0	0%
	Total		15	100%

Gender	Generation X			
#	Answer		Response	%
1	Male		3	20%
2	Female		12	80%
	Total		15	100%

#	Answer	Millennial	Response	%
1	1-3 years		3	50%
2	4-7 years		3	50%
3	8-12 years		0	0%
4	13-20 years		0	0%
5	more than 20 years		0	0%
	Total		6	100%

Gender	Millennial			
#	Answer		Response	%
1	Male		2	33%
2	Female		4	67%
	Total		6	100%

The full results of the survey are presented in Appendix B. This analysis focuses on a subset of ten questions that exhibited the most significant differences in responses between the generations.

Office politics and views on authority often present problems in the workplace environment. These things can affect work performance and the morale of employees. As noted in the literature review, these are two areas where it is unclear whether one will find explicit generational differences, especially in a workplace where there is no longer a substantial number of Veterans, who have a notoriously higher level of respect for authority. In the office operation section the two questions that explore this are Question number 5, "Are you willing to navigate office politics?" and Question number 6, "Do you accept authority in the workplace?" (see Appendix C: Cross Tabulation 1).

The distribution of responses to the second question in particular reveals an interesting generational pattern. Baby Boomers and Generation X were very similar with 40% of Baby Boomers selecting "yes", and 43.33% of Generation X respondents selecting 'yes'. Conversely, Millennials were far less likely to respond in the affirmative, with only16.67% selecting 'yes'. The response by the Millennials may produce problems with disciplinary issues and day to day management of a department. For example, Millennials may feel like it is ok to come in late to work every day, while managers, who are Generation X and Baby Boomers, must use disciplinary action regarding these matters when Millennials do not believe they are doing anything wrong.

Although the Chi-Square tests failed to find a significant relationship between age cohort and responses to these questions, the difference is substantial enough to be noteworthy, and would likely yield a significant finding if the sample size had been larger. The responses to these

questions are at least suggestive and offer some support for the hypothesis that there are important generational differences in the public workforce.

The second set of questions that exhibited the most differences between the generations was in the learning section of the survey. (see Appendix C: Cross Tabulation 2). The cross tabulation found the greatest difference pertaining to the question: "Do you consider yourself technologically savvy?" Here the differences were both striking and statistically significant. Baby Boomers responded to this question with less than 1 in 4, 23.08%, selecting "yes" and 76.9%, indicating "no," they do not consider themselves technologically savvy. In comparison, 56.25 % of Generation X respondents selected 'yes' and 43.75%, 'no' to considering themselves technologically savvy. The most striking difference again appears when one looks at Millennials who responded with an overwhelming 100%, 'yes' they do consider themselves technologically savvy. The Chi square p-value was 0.02 indicating that these difference are unlikely to have been produced by chance, and that there are in fact significant difference between the generations when it comes to ability to use technology in the workplace.

This finding is very significant in the public sector workforce as we are being bombarded with endless "to do" lists, electronic processing of applications, electronic customer service inquires, and emails from clients for customer service problems. If the workforce is not trained on how to manage and navigate these processes effectively the work performance and especially customer service to our clients (customers) is affected. From my observations regarding county processes, the workforce is always the last to know. This means new systems are put in place with advance technology and workers are expected to learn as they go. The findings support the hypothesis that there are significant generational differences in motivation and work habits within the public sector workforce in Erie County, and more importantly, point to a substantial

public sector problem that must be overcome.

While the distribution of responses to other questions are not nearly as dramatic, they do point to several areas where public sector managers need to be mindful of generational differences. On the issue of training in the workplace, for example, Millennials are more likely to prefer online training programs than other older workers in the Baby Boomer and Generation X cohorts. Only 23.09% of Baby Boomers and 12.5% of Generation X prefer online training programs, compared to 50% of the Millennials. The p-value was 0.32, concluding no statistical difference between the generations regarding learning by using online training programs. However, this finding is noteworthy because currently the county uses many online training formats. When you have a majority of your workforce responding that they don't like online training this will affect the retention of new processes and regulations as well as mandated trainings required by law such as Sexual Harassment and Mandated Reporting that must be completed by county workers on an annual basis.

Another finding that is noteworthy speaks to views toward formality in the workplace. In response to the question, "do you like informality in the workplace?" the results showed that 73.33% of Generation X and 66.67 % of Millennials prefer informality in the workplace as compared to only 46.15% of Baby Boomers. However, a surprising result appears for the question, do you prefer structure in the workplace? 100% of Millennials indicate they "prefer structure in the workplace" compared to 76.92% of Baby Boomers and just over half, 56.25%, of Generation X. Although not statistically significant, this finding is interesting because of the apparent contradiction between Millennials liking structure on the one hand, but indicating they like informality on the other.

In response to the question, "are you process driven?" there appears to be a negative

correlation between age and indicating yes to this facet of work life. The results showed 46.15% of Baby Boomers indicating they are process driven, 62.50% of Generation X, and 83.33% of Millennials. Process driven describes an approach to problem solving using associated processes strictly and persistently in a consecutive matter, without need for external control. These results point to potential conflicts as to how work is approached by the different generations. A Millennial manager may have problems with the older generations if they expect a certain process driven approach to how assignments are to be completed.

The following question refers to open-ended questions where the participants wrote in their responses to the question: "are you aware of any instance of intergenerational conflict among generation at your organization? If yes explain." The text write- in demonstrates that intergenerational conflicts are present and many of the instances noted by the participants are supported by the literature. For example, the statement "the younger generation is glued to their phones" was written by a respondent from Generation X. Other comments suggested younger members of the workforce feel the older workers should retire, many perceive and complain about unfair promotions, and several commented on the dress and inappropriate language used by the younger members of the workforce.

The survey participants' comments suggest there are substantial intergenerational conflicts in the public workplace. The level of frustration as to some of the comments suggests management needs to address the cross-generation conflicts in the work place. How this affects learning and motivation in the workplace is tremendous. The culture of the workplace has been shown to affect productivity, efficiency, morale and effective management. When a Millennial is texting, or using their I-phone for personal reasons it affects the atmosphere around that individual. All of these issues directly affect the work processes, motivations, and learning of

workers. We all have distractions at times but the use of electronic devices has changed the face of the 21st century office setting because we are connected 24/7. The text responses to this question are significant because of these vast changes in the use portable devices such as I-phones and I-pads and the workplace in just the last ten years. The professionalism of the workplace is affected by a lack of decorum which translates into some of these text responses of the survey participants. Table 3 categorizes the comments as to which age cohort wrote them. Note, the researcher did not correct any misspellings of the written in text of the survey participants

Table 3

Are you aware of any instance of intergenerational conflict among generations at your organization?
I f yes explain the conflict.

Boomer Text Response
Generally speaking, most of the people who dress and speak inappropriately at work are younger. They don't see anything wrong with using vulgarity - it's part of their daily venacular. It seems that they use up their vacation and personal time more freely than older workers.
They are based mostly on seniority around Union Issues. People who have been here for a while (usually ages 40-59) and still have a bit of time left till retirement want certain things set up in our contracts, while people who have just started here (usually base age of 22-25) are looking towards their own interests, and this is causing HUGE intergenerational conflicts. There are certain ways of doing things here and the newer people don't understand the methodology causing work to come to us in a very disorganized manner.
Young people think they can offer their opinions freely yet they do not respect the response to their opinions freely.
There are "lifers" (long time employees) who refuse to change the way that things are done in a system that clearly isn't as efficient (technologically speaking) as it could be. There are also "newbies" who have been brought up with technology literally at their fingertips who expect immediate results. I can see both ways and can imagine a loss of "lifer" knowledge in the coming decade

Generation X   Text Response
older employees inability to navigate the technology vs younger generation using only technological means of communication. Ex: sending only e mails to notify staff of meetings knowing full well that some employees will never receive that message.
differences in what work-life balance means, too much gossip, too much favoritism with promotion.
The older generation tends to be dismissive of the younger generation and their ideas.
Older generations that are in supervisory roles "law down the law" and are not willing to meet with lower level staff to discuss options to better meet the needs of clients
Yes, sometimes the younger generation is glued to there phones

Millennial   Text Response
I hear comments all thie time form the "seasoned" employees that the young "kids" are either too ambitious, too lazy, too entitled, too demanding. On the other hand, the "seasoned" workers tend to really struglle with adapting to any kind of change and are far more inflexible. Recently, with a new contract up for vote, it was very contraversal and I definitley noticed that the older generation discussed voting NO, regardless of whether or not it was a fair contract, based on historical principle and "teamsters." The younger generation seemed to take more notice to the realistic propensity to it.
I have heard younger individuals question when older indiviudals would be retiring or that they need to hurry up and retire.
Office Parties - some are in favor and participate more while others of a different generation still participate but don't like that people ignore their work during the parties.

"Every generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it" George Orwell.

Chapter V: Summary, Implications, Future Research

a. Implications of possible outcomes

Public service managers need to be aware of the different cross-generational motivators, work habits and learning styles of specific age cohorts, in order to develop effective training processes for a multi-generational public sector workforce. Management can address generational issues by changing the way new and existing employees are oriented in their positions. This begins with sensitivity to generational differences, and the need to adopt or develop best practices for managing a multi-generational workforce.

The findings of this study show that the most significant generational differences in learning are related to technology. The two questions regarding technological savviness and appeal of internet learning reveal a significant problem that public service managers will need to address in the years ahead. This is not only necessary to make the most of Baby Boomer employees who may have a decade or more of service before retiring, but also to ease tensions between generations that is often rooted in views of technology.

The use of technology has evolved quickly over the past twenty years and it is increasingly used by the Department of Social Services. For instance, the processing of applications with online access by clients: in the Supplemental Nutrition Program (SNAP), the staff has been inundated with applications for services and staff must make decisions on each application. The process has given more access to clients to applying for benefits, but the staff has had a difficult time keeping up with processing these applications due to problems with the computer systems, out dated equipment and not enough training. Lack of comfort with technology on the part of a significant portion of the public sector workforce therefore, is increasingly a public administration problem impacting efficiency and workplace performance.

Management must ensure that workers are trained and confident in the use of technology in order to perform their jobs in the most effective and efficient way. They can do this by developing a "best practices" approach to training and motivating public service employees. Best practices are defined as a set of guidelines, ethics or ideas that represent the most efficient recommended course of action. For example, Social Services could develop a standardized training method for the use in all departments. Managers would be given guidelines as to how to approach training an intergenerational workforce and use techniques to gain a cooperative effort between the generations to learn from each other. While each department has its unique nuances there are many similarities such as the email system, sap-for inputting time-off requests, and WMS State System. At minimum management could implement a technology competency course that could help workers gain the confidence and knowledge to become more proficient. The computer competency course would allow the worker to go at their own pace and they would learn the applications of related knowledge, skills and abilities as related to their job. Millennial workers could aide in this process and a combination of classroom and online training could be used. A mentoring program could be developed using workers of various generations. Millennials could share their knowledge of technology and show co-workers how to use their email more effectively. Generation X could use their skills to teach processes and organizational techniques to workers. Baby Boomers could offer their experience and advise co-workers, as to how to handle those difficult cases or problem clients.

The results of the text entry question regarding intergenerational conflict in your organization show that workers do observe intergenerational differences in their workplace. Public service managers by becoming more aware of possible intergenerational conflicts can respond more effectively to these issues and take different approaches as to how they manage the

different generations. For instance, managers could modify their training methods to reflect those generational differences especially regarding technology. Public service managers could implement minimum technology proficiencies before a worker is given a caseload or becomes permanent employee.   This study reveals significant and substantial intergenerational differences. At the same time, the generations have a great deal in common such as seeking a work life balance as important and most don't like reading instructions from a manual. Successful organizations will use the mix of generations as a positive force in the workplace to foster creativity and job satisfaction.

b. Limitations of study

Limitations of this study consisted of small sample size and the number of participants who completed the survey. This likely impacted the ability for the Chi-Square test to report back significance. The study would have been more comprehensive if all employees who worked for Erie County had been sampled.

The modest response rate, combined with the findings of this study, suggest that a different administration method may have been helpful as well. A link to the online survey was emailed through Erie County's email system, creating 2 technology related obstacles—use of the web and use of email. While one might expect the latter not to be a problem in the workplace, some employees I spoke with said they do not read their emails and just delete them. Other employees are overwhelmed by the amount of emails they receive so the participation may have been affected by those factors.

Different results would have been produced if face to face interviews were conducted with some of the participants to see if the personal interview affected the results

and if participants were being truthful about some of their responses. For example the question: do you ask for help when needed? Almost all of the respondents answered yes. From experience this isn't always the case and are the right questions asked of the right person. The interviews would be follow-up interviews with a selected amount of participants.

The survey population was students or former graduates of the employee education program so that may have affected the age groups who had completed the survey. The Veteran cohort was not represented at all in the survey results which could have changed some of the results and interpretation of the data. A Veteran participant born before 1945 would be at least 69 years or older. The demographics that showed predominately female respondents could have affected how participants responded. I feel that males may answer some of the questions differently because of gender differences. Women have a tendency to use different language and not act with as much confidence as men in the workplace. Men tend to exhibit less emotion and I think there may have been different responses especially in the text entry regarding generational conflicts in the workplace.

c. Future Research

Future research could consist of an Erie County Social Services survey that could be administered through HRD. HRD oversees orientation of new employees and training of current employees and this would be a good measuring tool for the department to see where improvements could be made in their training approaches. The results could help public service managers become more aware of cross-generational motivations and learning differences. Future research could emphasize the technology gap in public service workers, as this was found to be of significance from the results of the research and literature on intergenerational differences.

The use of detailed research questions could be designed to find the strengths and weaknesses of workers so those issues are implemented in future training methods. For example more specific survey questions regarding the technology problems that workers experience in their work day, such as not knowing how to effectively use the current email system or new operating systems and if these gaps are related to generational cohorts. Future research would help public service managers navigate the complexities of the intergenerational workforce.

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Appendix A

Survey Instrument
Modified from Burke, M.E., 2004, Generational Differences Survey Report,
SHRM

Survey Instrument

Demographic				
Please identify your generation from the list	Veterans (aka Traditionalists, WWII Generation) born before 1945	Baby Boomers born 1945-1964	Generation X (GenXers) born 1965-1980	Nexters (aka Millennials, Generation Y) – born after 1980	
How long have you worked in your current position?	1-3 years	4-7 years	8-12 years	13-20 years	More than 20 years
Race indicate your race	1=American Indian & Alaskan 2= Asian	3=Black/African American	4=Hispanic/ Latino	5=Native Hawaiian or Pacific Islander	6=White 7=Unspecified
Gender	Female	Male			
Office operation					
Are you willing to navigate office politics?	Yes	No			
Do you accept authority in the workplace?	Yes	No			
Do you ask for help when needed?	Yes	No			
Do you need close supervision in order to perform your job effectively?	Yes	No			
Do you embrace diversity?	Yes	No			
Learning					
Do always give maximum effort?	Yes	No			
Are you good at multitasking?	Yes	No			
Do you learn new concepts and procedures quickly?	Yes	No			
Do you like informality in the workplace?	Yes	No			
Do you prefer structure in the workplace?	Yes	No			
Are you process driven?	Yes	No			
Are you respectful of the organizational hierarchy?	Yes	No			
Are you results driven?	Yes	No			
Do you retain what you learn?	Yes	No			

Do you prefer to learn by reading instructions from a manual at your own pace?	Yes	No			
Do you prefer to learn by on line training programs?	Yes	No			
Do you prefer to learn by combining both on-line training and face to face to training methods?	Yes	No			
Is seeking a work/life balance important to you?	Yes	No			
Do you consider yourself technologically savvy?	Yes	No			
Do you prefer to work alone?	Yes	No			
Do you prefer to work in teams?	Yes	No			
Are you aware of any instance of intergenerational conflict among generations at your organization?	Yes	No			
If yes explain the conflict.					
Generational issues/conflicts					
How frequently would you estimate the following occurs at your organization?					
Better quality of work due to variety of generational perspectives	Frequently	Occasionally	Rarely	Never	
Communication breakdowns between workers of different generations	Frequently	Occasionally	Rarely	Never	
Conflicts regarding acceptable work hours.	Frequently	Occasionally	Rarely	Never	
Employees feeling coworkers from different generations do not respect them	Frequently	Occasionally	Rarely	Never	
Employees stating that coworkers from other generations are over or under reliant on technology	Frequently	Occasionally	Rarely	Never	

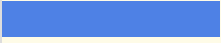|				
Workers from different generations learning form one another	Frequently	Occasionally	Rarely	Never
Resentment between workers from different generations	Frequently	Occasionally	Rarely	Never
Workers from different generations working effectively together	Frequently	Occasionally	Rarely	Never
Concluding				
Is there anything else you would like to add?				

Appendix B

Survey Results
Raw Data

1. Identify your generation

Statistic	Value
Min Value	2
Max Value	4
Mean	2.80
Variance	0.52
Standard Deviation	0.72
Total Responses	35

#	Answer		Response	%
1	Veteran: born before 1945		0	0%
2	Baby Boomer: born 1945-1964		13	37%
3	Generation X: born 1965-1980		16	46%
4	Millennial born after 1980		6	17%
	Total		35	100%

2. How long have you worked in your current position?

#	Answer		Response	%
1	1-3 years		8	24%
2	4-7 years		7	21%
3	8-12 years		9	27%
4	13-20 years		7	21%
5	more than 20 years		2	6%
	Total		33	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.64
Variance	1.55
Standard Deviation	1.25
Total Responses	33

3. Gender

#	Answer		Response	%
1	Male		6	18%
2	Female		27	82%
	Total		33	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.82
Variance	0.15
Standard Deviation	0.39
Total Responses	33

4. Race indicate your race

Statistic	Value
Min Value	2
Max Value	7
Total Responses	34

#	Answer		Response	%
1	American Indian & Alaskan native		0	0%
2	Asian		1	3%
3	Black/African American		2	6%
4	Hispanic/Latino		0	0%
5	Native Hawaiian or Pacific Islander		1	3%
6	White		29	85%
7	Unspecified		2	6%

5. Are you willing to navigate office politics?

#	Answer		Response	%
1	Yes		25	76%
2	No		8	24%
	Total		33	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.24
Variance	0.19
Standard Deviation	0.44
Total Responses	33

6. Do you accept authority in the workplace?

#	Answer		Response	%
1	Yes		30	91%
2	No		3	9%
	Total		33	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.09
Variance	0.09
Standard Deviation	0.29
Total Responses	33

7. Do you ask for help when needed?

#	Answer		Response	%
1	Yes		34	100%
2	No		0	0%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	34

8. Do you need close supervision in order to perform your job effectively?

#	Answer		Response	%
1	Yes		0	0%
2	No		34	100%
	Total		34	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	34

9. Do you embrace diversity?

#	Answer		Response	%
1	Yes		32	94%
2	No		2	6%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.06
Variance	0.06
Standard Deviation	0.24
Total Responses	34

10. Do you always give maximum effort?

#	Answer		Response	%
1	Yes		23	70%
2	No		10	30%
	Total		33	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.30
Variance	0.22
Standard Deviation	0.47
Total Responses	33

11. Are you good at multitasking?

#	Answer		Response	%
1	Yes		32	94%
2	No		2	6%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.06
Variance	0.06
Standard Deviation	0.24
Total Responses	34

12. Do you learn new concepts and procedures quickly?

#	Answer		Response	%
1	Yes		31	97%
2	No		1	3%
	Total		32	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.03
Variance	0.03
Standard Deviation	0.18
Total Responses	32

13. Do you like informality in the workplace?

#	Answer		Response	%
1	Yes		21	62%
2	No		13	38%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.38
Variance	0.24
Standard Deviation	0.49
Total Responses	34

14. Do you prefer structure in the workplace?

#	Answer		Response	%
1	Yes		25	71%
2	No		10	29%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.29
Variance	0.21
Standard Deviation	0.46
Total Responses	35

15. Are you process driven?

#	Answer		Response	%
1	Yes		21	60%
2	No		14	40%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.40
Variance	0.25
Standard Deviation	0.50
Total Responses	35

16. Are you respectful of the organizational hierarchy?

#	Answer		Response	%
1	Yes		29	83%
2	No		6	17%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.17
Variance	0.15
Standard Deviation	0.38
Total Responses	35

17. Are you results driven?

#	Answer		Response	%
1	Yes		30	86%
2	No		5	14%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.14
Variance	0.13
Standard Deviation	0.36
Total Responses	35

18. Do you retain what you learn?

#	Answer		Response	%
1	Yes		35	100%
2	No		0	0%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	35

19. Do you prefer to learn by reading instructions from a manual at your own pace?

#	Answer		Response	%
1	Yes		9	26%
2	No		26	74%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.74
Variance	0.20
Standard Deviation	0.44
Total Responses	35

20. Do you prefer to learn by combining both on-line training and face to face training methods?

#	Answer		Response	%
1	Yes		32	94%
2	No		2	6%
	Total		34	100%

#	Answer		Response	%
1	Yes		32	94%
2	No		2	6%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.06
Variance	0.06
Standard Deviation	0.24
Total Responses	34

21. Do you prefer to learn by on-line training programs?

#	Answer		Response	%
1	Yes		8	23%
2	No		27	77%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.77
Variance	0.18
Standard Deviation	0.43
Total Responses	35

22. Is seeking a work/life balance important to you?

#	Answer		Response	%
1	Yes		33	94%
2	No		2	6%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.06
Variance	0.06
Standard Deviation	0.24
Total Responses	35

23. Do you consider yourself technologically savvy?

#	Answer		Response	%
1	Yes		18	51%
2	No		17	49%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.49
Variance	0.26
Standard Deviation	0.51
Total Responses	35

24. Do you prefer to work alone?

#	Answer		Response	%
1	Yes		27	84%
2	No		5	16%
	Total		32	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.16
Variance	0.14
Standard Deviation	0.37
Total Responses	32

25. Do you prefer to work in teams?

#	Answer		Response	%
1	Yes		12	34%
2	No		23	66%
	Total		35	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.66
Variance	0.23
Standard Deviation	0.48
Total Responses	35

26. Are you aware of any instances of intergenerational conflict among generations at your organization?

#	Answer		Response	%
1	Yes		13	38%
2	No		21	62%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.62
Variance	0.24
Standard Deviation	0.49
Total Responses	34

27. If yes explain the conflict

Text Response

Biased promotions of older employees

Generally speaking, most of the people who dress and speak inappropriately at work are younger. They don't see anything wrong with using vulgarity - it's part of their daily venacular. It seems that they use up their vacation and personal time more freely than older workers.

I hear comments all thie time form the "seasoned" employees that the young "kids" are either too ambitious, too lazy, too entitled, too demanding. On the other hand, the "seasoned" workers tend to really struglle with adapting to any kind of change and are far more inflexible. Recently, with a new contract up for vote, it was very contraversal and I definitley noticed that the older generation discussed voting NO, regardless of whether or not it was a fair contract, based on historical principle and "teamsters." The younger generation seemed to take more notice to the realistic propensity to it.

older employees inability to navigate the technology vs younger generation using only technological means of communication. Ex: sending only e mails to notify staff of meetings knowing full well that some employees will never receive that message.

differences in what work-life balance means, too much gossip, too much favoritism with promotion.

The older generation tends to be dismissive of the younger generation and their ideas.

Older generations that are in supervisory roles "law down the law" and are not willing to meet with lower level staff to discuss options to better meet the needs of clients

They are based mostly on seniority around Union Issues. People who have been here for a while (usually ages 40-59) and still have a bit of time left till retirement want certain things set up in our contracts, while people who have just started here (usually base age of 22-25) are looking towards their own interests, and this is causing HUGE intergenerational conflicts. There are certain ways of doing things here and the newer people don't understand the methodology causing work to come to us in a very disorganized manner.

Young people think they can offer their opinions freely yet they do not respect the response to their opinions freely.

Yes, sometimes the younger generation is glued to there phones

I have heard younger individuals question when older indiviudals would be retiring or that they need to hurry up and retire.

Office Parties - some are in favor and participate more while others of a different generation still participate but don't like that people ignore their work during the parties.

There are "lifers" (long time employees) who refuse to change the way that things are done in a system that clearly isn't as efficient (technologically speaking) as it could be. There are also "newbies" who have been brought up with technology literally at their fingertips who expect immediate results. I can see both ways and can imagine a loss of "lifer" knowledge in the coming decade

Statistic	Value
Total Responses	13

28. Better quality work due to a variety of generational perspectives

#	Answer		Response	%
1	Frequently		8	24%
2	Occasionally		16	48%
3	Rarely		9	27%
4	Never		0	0%
	Total		33	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.03
Variance	0.53
Standard Deviation	0.73
Total Responses	33

29. Communication breakdowns between workers of different generations.

#	Answer		Response	%
1	Frequently		6	18%
2	Occasionally		17	52%
3	Rarely		9	27%
4	Never		1	3%
	Total		33	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.15
Variance	0.57
Standard Deviation	0.76
Total Responses	33

30. Conflicts regarding acceptable work hours.

#	Answer		Response	%
1	Frequently		5	15%
2	Occasionally		9	26%
3	Rarely		14	41%
4	Never		6	18%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.62
Variance	0.91
Standard Deviation	0.95
Total Responses	34

31. Employees feeling co-workers from different generations do not respect them.

#	Answer		Response	%
1	Frequently		6	18%
2	Occasionally		13	38%
3	Rarely		10	29%
4	Never		5	15%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.41
Variance	0.92
Standard Deviation	0.96
Total Responses	34

32. Employees stating that co-workers from other generations are over or under reliant on technology.

#	Answer		Response	%
1	Frequently		7	21%
2	Occasionally		10	29%
3	Rarely		10	29%
4	Never		7	21%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.50
Variance	1.11
Standard Deviation	1.05
Total Responses	34

33. Workers from different generations learning from one another.

#	Answer		Response	%
1	Frequently		13	38%
2	Occasionally		16	47%
3	Rarely		5	15%
4	Never		0	0%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.76
Variance	0.49
Standard Deviation	0.70
Total Responses	34

34. Resentment between workers from different generations.

#	Answer		Response	%
1	Frequently		1	3%
2	Occasionally		12	36%
3	Rarely		14	42%
4	Never		6	18%
	Total		33	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.76
Variance	0.63
Standard Deviation	0.79
Total Responses	33

35. Workers from different generations working effectively together

#	Answer		Response	%
1	Frequently		22	65%
2	Occasionally		10	29%
3	Rarely		1	3%
4	Never		1	3%
	Total		34	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	1.44
Variance	0.50
Standard Deviation	0.70
Total Responses	34

36. Is there anything else you would like to add?

Text Response
No
I would prefer a more lax/casual work schedule, ex) flexible work hours and/or more opportunity to work from home.
I do not see issues regarding different generations as much as I do work place bullying. Admistration in my division is not sympathetic and they do not apprach the issue sympathetically
Younger workers think it is acceptable to wear flip flops to work in a government agency. If that is not a generational disrespect for authority in the work force then this survey is meaningless. Government workers are lucky to have their jobs which offer us stability and a pension. All people need to appreciate how much less this job will offer when they take our benefits away. Pride in the workforce goes a long way. I wish it could be brought back but it may be gone forever. The whole concept seems lost on young people with their phones, facebook and me attitude. Just my opinion.
No
No

Statistic	Value
Total Responses	6

Appendix C

Cross Tabulation (1)
Cross Tabulation (2)

Generational Differences - Copy Cross Tabulation(1)

		Identify your generation				
		Veteran: born before 1945	Baby Boomer: born 1945-1964	Generation X: born 1965-1980	Millennial born after 1980	Total
Are you willing to navigate office politics?	Yes	0 0.00%	9 36.00%	10 40.00%	6 24.00%	25 100.00%
	No	0 0.00%	3 37.50%	5 62.50%	0 0.00%	8 100.00%
	Total	0 0.00%	12 36.36%	15 45.45%	6 18.18%	33 100.00%
Do you accept authority in the workplace?	Yes	0 0.00%	12 40.00%	13 43.33%	5 16.67%	30 100.00%
	No	0 0.00%	0 0.00%	2 66.67%	1 33.33%	3 100.00%
	Total	0 0.00%	12 36.36%	15 45.45%	6 18.18%	33 100.00%

Are you willing to navigate office politics?		Identify your generation
	Chi Square	2.60*
	Degrees of Freedom	3
	p-value	0.46

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Do you accept authority in the workplace?		Identify your generation
	Chi Square	1.94*
	Degrees of Freedom	3
	p-value	0.58

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Generational Differences - Copy Cross Tabulation(2)

		Identify your generation				
		Veteran: born before 1945	Baby Boomer: born 1945-1964	Generation X: born 1965-1980	Millennial born after 1980	Total
Do you like informality in the workplace?	Yes	0 0.00%	6 46.15%	11 73.33%	4 66.67%	21 61.76%
	No	0 0.00%	7 53.85%	4 26.67%	2 33.33%	13 38.24%
	Total	0 100.00%	13 100.00%	15 100.00%	6 100.00%	34 100.00%
Do you prefer structure in the workplace?	Yes	0 0.00%	10 76.92%	9 56.25%	6 100.00%	25 71.43%
	No	0 0.00%	3 23.08%	7 43.75%	0 0.00%	10 28.57%
	Total	0 100.00%	13 100.00%	16 100.00%	6 100.00%	35 100.00%
Are you process driven?	Yes	0 0.00%	6 46.15%	10 62.50%	5 83.33%	21 60.00%
	No	0 0.00%	7 53.85%	6 37.50%	1 16.67%	14 40.00%
	Total	0 100.00%	13 100.00%	16 100.00%	6 100.00%	35 100.00%
Are you respectful of the organizational hierarchy?	Yes	0 0.00%	11 84.62%	14 87.50%	4 66.67%	29 82.86%
	No	0 0.00%	2 15.38%	2 12.50%	2 33.33%	6 17.14%
	Total	0 100.00%	13 100.00%	16 100.00%	6 100.00%	35 100.00%
Do you prefer to learn by reading instructions from a manual at your own pace?	Yes	0 0.00%	5 38.46%	3 18.75%	1 16.67%	9 25.71%
	No	0 0.00%	8 61.54%	13 81.25%	5 83.33%	26 74.29%
	Total	0 100.00%	13 100.00%	16 100.00%	6 100.00%	35 100.00%
Do you prefer to learn by on-line training programs?	Yes	0 0.00%	3 23.08%	2 12.50%	3 50.00%	8 22.86%
	No	0 0.00%	10 76.92%	14 87.50%	3 50.00%	27 77.14%
	Total	0 100.00%	13 100.00%	16 100.00%	6 100.00%	35 100.00%
Is seeking a work/life balance important to you?	Yes	0 0.00%	12 92.31%	15 93.75%	6 100.00%	33 94.29%
	No	0 0.00%	1 7.69%	1 6.25%	0 0.00%	2 5.71%
	Total	0 100.00%	13 100.00%	16 100.00%	6 100.00%	35 100.00%
Do you consider yourself technologically savvy?	Yes	0 0.00%	3 23.08%	9 56.25%	6 100.00%	18 51.43%
	No	0 0.00%	10 76.92%	7 43.75%	0 0.00%	17 48.57%
	Total	0 100.00%	13 100.00%	16 100.00%	6 100.00%	35 100.00%

Do you like informality in the workplace?		Identify your generation
	Chi Square	2.25*
	Degrees of Freedom	3
	p-value	0.52

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Do you prefer structure in the workplace?		Identify your generation
	Chi Square	4.40*
	Degrees of Freedom	3
	p-value	0.22

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Are you process driven?		Identify your generation
	Chi Square	2.44*
	Degrees of Freedom	3
	p-value	0.49

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

		Identify your generation
Are you respectful of the organizational hierarchy?	Chi Square	1.38*
	Degrees of Freedom	3
	p-value	0.71

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

		Identify your generation
Do you prefer to learn by reading instructions from a manual at your own pace?	Chi Square	1.77*
	Degrees of Freedom	3
	p-value	0.62

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

		Identify your generation
Do you prefer to learn by on-line training programs?	Chi Square	3.48*
	Degrees of Freedom	3
	p-value	0.32

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

		Identify your generation
Is seeking a work/life balance important to you?	Chi Square	0.47*
	Degrees of Freedom	3
	p-value	0.93

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

		Identify your generation
Do you consider yourself technologically savvy?	Chi Square	10.00*
	Degrees of Freedom	3
	p-value	0.02

*Note: The Chi-Square approximation may be inaccurate - expected frequency less than 5.

Appendix D

Erie County Department of Social Services Organizational Structure
From, Erie County Department of Social Services, Revised July 2015

ECDSS Organizational Structure (Revised July 2015)