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School of Graduate Studies

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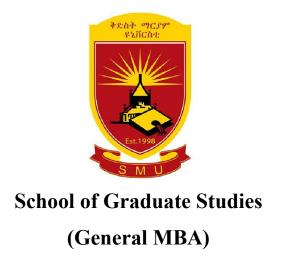
Workplace Ethics across Different Generations in Five Selected Sites of Addis Ababa

BY

Bethlehem Nessibu

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ADDIS ABABA, ETHIOPIA

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY,
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BY

BETHLEHEM NESSIBU

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Bethlehem Nessibu

Advisor: Elias Nour (PhD)

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ADDIS ABABA, ETHIOPIA

DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Elias Nour (PhD). All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

Bethlehem Nesibu

Name   Signature

St. Mary's University, Addis Ababa   **June, 2016**

ENDORSEMENT

This thesis has been submitted to St. Mary's University for examination with my approval as a university advisor.

Elias Nour (PhD)

Advisor   Signature

St. Mary's University, Addis Ababa   **Date**

DEDICATION

This thesis is dedicated to my charming grandparents.

W/ro Tirunesh Zerihun

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ACKNOWLEDGMENT

ABSTRACT

Today's workplace is composed of different generational cohorts. This fact will impact the working environment of any organization depending on the concentration of members from different age groups in each organization. Every time employees leave their organization they will be replaced by another person of different age groups. This research investigates whether or not there is a statistically significant difference of interactive style, communication style, feedback and reward, motivational messages, and work ethics and value practices within employees of different age groups. There is abundant literature on the research and findings of these themes in various countries. This study aimed at examining the issues in the context of Addis Ababa. An answer of 818 respondents from five different organizations was collected and analyzed for this study after a questionnaire was distributed to each organization in person. The findings for this study indicates that there is a difference in perception of interactive style, communication style, feedback and reward, motivational messages, and work ethics and value among generational cohorts.

CHAPTER ONE

INTRODUCTION

1.1   Background of the Study

Each generation in a workplace has a unique desire that can satisfy him/her in a workplace, whereas this same desire might not be shared by the members of other generations. Previous researches strengthen this idea by identifying the generational gap in a workplace (Westerman & Yamamura, 2007). Additional studies also explain their concern of retaining employees within an organization (Zemeke et al., 2010).

In light of the current global era, various values and lifestyles cross borders. According to Zemeke *et. al.* (2010) there are three generations working together – the Baby Boomer Generation, Generation X and Generation Y. It is believed that due to the shared experiences and events that each generation has, they develop personality or generational characteristics that can be seen in the work place It has been suggested that these generational characteristics can influence an employee's job satisfaction, productivity, performance, preferences, feeling and attitudes in the workplace. As a consequence, generational characteristics can affect a company's success. Therefore, it is important that managers understand and manage these characteristics effectively (Westerman & Yamamura, 2007).

In today's world the challenges in a workplace are becoming more complex than the past. The causes for this effect are none other than ethical problems, different ambitions (goals of employees, different attitude towards the same situation, demographics and generations in conflict (Wipanut, 2001). This thesis is aimed at finding out what makes each generation different from one another and how their difference affects their perception towards ethics and work value.

The success of an organization is highly influenced by how their diversity is being managed by its employees and supervisors (Broderick, 1992). For a long time, the difference in perspectives, attitudes and behaviors of different generations has existed. This fact created the need for an in depth analysis in order to improve the working environment to every generation in a workplace. If appropriate level of attention is not given to mutigenerational workforce, then new graduates will not apply to the company forcing it to incur a higher recruiting/firing cost and making it very difficult to find the appropriate employees for jobs. Managers cannot deny the existence of multigenerational workforce rather than designing a strategy to make every employee feel belonged while smoothening their relationship in the

workplace. In today's business world organizations need to attract and retain every talented human asset regardless of age and skills for a competitive advantage (Ruch, 2000).

The difference in perspectives, attitudes and behaviors of different generations has existed for a long time, but requires an in depth survey and analysis to make the environment comfortable to every generation. Having a great understanding of multigenerational workforce will facilitate organizations with important information on how to assist in training, developing and keeping potential employees satisfied. In addition this understanding can create new ways that can create a work environment generations can work together to achieve the objective of the organization effectively and efficiently (Smith, 2000).

If problems caused by the existence of different generations are not solved without hurting anyone, then the performance of the organization can be affected greatly. Therefore, before any damage is done to the image of the organization, understanding the characteristics of each generation should come first (Suneel, 1993). It is also indicated that the work positions of one generation are being replaced by the other (Smith 2000). There are also differences in personality traits before and also in today's workplaces. The personality characteristics of Ethiopian people might not be the same us the people living outside of this country. This is because there is a very small chance that the people of these two nations will share the exact same history. The workforces' view in their 20s, 40s and 60s of age are completely different from one another on how they perceive the world. There are different reasons for this, such as, different values, motivations and life experiences to the workplace (Alverson, 1999).

For instance, perception of workplace environment differs across generations. It is believed that employees of the same generation have the same attitude towards the work environment, the group they want to join making it difficult for trainers because they way each generation acquires, processes, arranges and filter a certain information differs accordingly. Therefore before any kind of training is provided to the trainees, trainers must also be familiar with the values, philosophy, knowledge and skills the business lies to achieve a smooth running in the organization (Zemke et al., 1999).

If employees do not have the same perspective they will have different opinions and ideas on how to solve a specific problem. This difference is an implication of differences in views, speaking, thinking, and make others to fight for their own values. Rivalry among different groups is not a new finding rather it is the nature of every human being having the need to make their opinion equal to the other person.

Therefore if organizations' do not have sufficient understanding about the generational difference the world is going to be stressful, confusing and frustrating impairing the performance of the organization.

In today's business world it is believed that employees are the main assets that play a vital role in for the success of the organization. This fact implies that companies are expected to know more about and understand the unique background, personality, preferences and styles of each employee as an individual. The advantage is also elaborating on the ambiguous and confusing differences that were made based on the assumption made without clearly understanding that is highly influenced by our attitude (Zemke et al., 1999).

1.2   Problem Statement

Back in May 2014, I visited my uncle's wife with one of my friends at her workplace, a week after our graduation from the Bahirdar University. Since we were very excited to explore the actual work ethos, we started asking questions immediately. Then she encapsulated her work experience of 14 years and the challenges and excitements she has had.

She graduated from Addis Ababa University, College of Commerce with the highest mark. She was proud and excited about her work, calling it one of her remarkable achievements in life. While she was telling us about her story regarding employment, something else caught her attention. She excused herself and approached the front counter where customers were being served. A few minutes later coming back to her desk, she was complaining about the ethics of young employees disappointed her tremendously. Because she was hot tempered, my friend and I did not waste any time to find out what happened.

She commenced explaining why she is dissatisfied with the performance of young employees. While listening to her explanation, I was curious to know more about what these young and newly recruited employees think of work ethics and value, which is why this research is conducted to investigate the distinction in perception of work related issues among different generations.

According to (kupperschmidt, 2000 and Mannheim, 1972), in today's business most managers are facing challenges because young workers are different from other previous generations. This idea is strengthened by indicating that young generations are much more likely to have a Facebook page, bring their phone to work, and text message their friends and family (Jean et al., 2008). Young employees are

expected to have a social media account than seniors. And they exchange different kinds of information with whomever they want via social media. The process of communication via social media might also take place during working hours (Kaptein, 2011).

Using organization's resource for personal application can be considered as one of the unethical characters employees do not want to see in an employee. Time being one of the resources that employees need to utilize for a better organizational performance, chatting with friends and family at a working hour cannot be acceptable (Dineen et. al., 2006).

Using company's resources is not the only thing employees violate in their workplace (Dineen et. al., 2006). Therefore this research will investigate different unethical practices in the context of Addis Ababa that are being practiced by its employees. More specifically this study examines which generation group of employees gives more value to their work and which of them are more ethical.

1.3   Research Questions

The main research questions of this study are the following:

a. What makes each generation different from the other in a workplace?
b. What are the ethical practices being observed by each generation in a workplace?
c. How do these differences affect the performance of each generation in a workplace?

1.4   Objective of the Study

1.4.1   General Objective

The main purpose of this research is to investigate the major characteristics that make younger generations different from their seniors in a workplace. In addition the ethical practice for each generation will be studied.

Therefore the characteristics of different generations factors, such as interactive style, communication style, feedback and reward, motivational messages, and work ethics and value are being practiced by members of each generational cohort will be explored. After finding out their difference an analysis has been made to investigate whether these factors are valued differently. Since the data categorizes participants by age groups rather than birth years, age group will be used as a proxy for membership of generational cohort. By identifying and analyzing these differences, organizations may be better equipped to develop more effective recruitment and retention strategies as a means to reduce the threat of high turnover rate of employees.

1.4.2　Specific objectives

The specific objectives of this study are the following

a) Investigate the characteristics that distinguish one generation from the other in a workplace.

b) Find out the ethical/unethical practices observed by each generation.

c) Understand the effect of differences on each generation's performance in a workplace.

1.5　Significance of the Study

This study will have many advantages for different organization, especially in Addis Ababa, because of accessibility to gather information. The research would provide a real world picture of each Ethiopian generation in a workplace act the way they do. Thus, different factors that significantly affect each generation to behave in a certain way will also be explored. Since this kind of study has not been done before i.e. work ethics across different generations of Ethiopians, this study will have its own contribution to the literature. Knowing the difference between dissimilar generations is significant in the work force today. Realizing and having an in-depth understanding about this issue and knowing how to deal with the gap will bring employee efficiency to an organization.

1.6　Delimitation/Scope of the Study

The study examined only three groups of generational cohorts, their age ranges from less than or equal to 24, 25-39 and 40-59 years. Employees with an age range of greater than or equal to 60 years were excluded as this generational cohort would typically have retired from working according to Ethiopia's legal regime on pensions. Although this study should have been studied across Addis Ababa, in order to conclusively generalize the findings, this was not feasible. As a result, the sample was confined to five different organizations that differ in the industry they are in. The study is too impractical to be conducted in all organizations within Addis Ababa city because of limited resources such as time. Other researchers can examine the research themes in other organizations.

The study focuses particularly on examining how each generation differs from one another in a workplace and does not claim to touch other factors. The target groups for this study were Ethiopians who work at Ethiopian Roads Authority, Inter African Aluminum Extrusion Factory, Commercial Bank of Ethiopia, St. Paul Hospital Millennium Medical College and Camara Education Ethiopia. These five different manufacturing and service industries were selected because of their accessibility to the researcher.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In order to investigate the ethical practices across different generations in a workplace, literature review covers the topics shown below:

- Definition of ethical behaviour in a workplace
- Characteristics of each generation that are currently found in workplaces
- Perception of different generations on work ethics and value
- Minimizing the gap between different generations

2.1 Work Ethics

Work ethics can be defined as "Protecting the assets of the company and being fair in dealing with all customers."Companies are also interested in the ethics that the employees bring to the organization (Jeffery, 2011). Unethical behavior of employees in the workplace does not only ruin the reputation of every affected organization, resulting in a devastating effect on these organizations' ability to provide quality services to its customers and respective stakeholders. This can even impact negatively on the stability of organizations (Grant et al., 2006) resulting in an unexpected disaffected stakeholders to put pressure on management to effectively stamp out unethical practices in the workplace. It humiliates and damages human relations (Kaptein, 2011; Treviño et al., 2006).

As a result, the many challenges organizations in today's business face are mismanagement of the unethical behaviour of its employees. Stakeholder theory states that business organizations have multiple relationships with all kinds of individuals, groups and organizations and these stakeholders enter into a relationship with business organizations to protect their interests (Freeman, 1984; Donaldson et al., 1995; Jones et al., 1999). Therefore it can be argued that mutual expectations can be created between both parties demanding that they engage with each other's interests in an ethically accountable manner, and it would be imperative that organizations shoulder an ethical responsibility to support and promote the interests of their stakeholders (Brass et al., 1998). For instance, if employees steal or misappropriate organizational assets, then this can severely hurt the relationship between the organization and its financiers, damaging the financial reputation of the organization (Mazzola et al., 2006).

Business ethics includes rules, standards, principles, or codes offering guidelines for morally sound behaviour (Singh et al., 2014), and unethical behaviour implies the violation of these moral norms (Kaptein, 2008). The ethical culture of any organization is very special, and its rules, standards, principles or codes are regarded to be a major component of the organizational culture to account for unethical behaviour (Kaptein, 2008).

Research on unethical behaviour of employees (Kaptein, 2011; Brown et al, 2006; Hegarty et al., 1979; Dineen et al., 2006) points out that ethical standards in organizations are compromised by unethical role modeling by managers as employees adapt the ethical or unethical behaviour of their managers. The organization's environment and culture must enable all employees to discuss alleged unethical behaviour and create internal processes openly within the framework for self corrective measures to be undertaken (Kaptein, 2011).

2.2 Multigenerational Workforce in an Organization

Generational difference is a theory that describes people born within an approximately 20-year time period sharing common characteristics based on historical experiences, economic and social conditions, technological advances, and additional societal changes (Thomas et al.. 2008). A generation can be described by how and what it thinks, feels, and experiences together, and not just by dates of birth. So some literatures argue that it is accurate to define Baby Boomers as those born between 1943 and 1960 (Zemke, et al., 2000). Different literatures classify the different generations that are currently working in an organization. The scholars who classify these generations have something in common. i.e. they classify the generations in two four categories and give them common names as 'Traditionalists' 'Baby Boomers', 'Millenials (Generation Y)' and 'Generation X' (Xers).

Currently organizations contain three generations working together. When different generations are together in a single place, both challenges and advantages can be obtained. A generation is defined as an identifiable group that shares birth years and significant life events at critical development stages (Kupperschmidt (2000) and Mannheim (1972)). Every generation has their own set of values and attitudes as a result of their shared experiences and events Zemke et al. (2000).

It is impossible for people to be on the same group of generation just because they that they share a year of birth, rather they are expected to participate in and experience shared events in order to create a connection between people of the similar generation (Zemke et al. (2000). Therefore, people of the

same generation also build up a personality or unique generational characteristics (Kupperschmidt, 2000). Common characteristics are also indicated as unique to a certain group of generation and other characteristics belong to other generations.

Classification of generations has been analyzed by different researchers as shown below. And the table shows how researchers group generations according to their date of birth and the respective names given for each generation.

Table 1: Generational Names and Dates Reported in Different Sources

Source	Labels			
Howe et al., (2000)	Silent Generation (1925–1943)	Boom Generation (1943–1960)	13th Generation (1961–1981)	Millennial Generation (1982–2000)	–
Lancaster et al., (2002)	Traditionalists (1900–1945)	Baby Boomers (1946–1964)	Generation Xers (1965–1980)	Millennial Generation; Echo Boomer; Generation Y; Baby Busters; Generation Next (1981–1999)	–
Martin et al., (2002)	Silent Generation (1925–1942)	Baby Boomers (1946–1960)	Generation X (1965–1977	Millennials (1978–2000)	–
Oblinger et al., (2005)	Matures (<1946)	Baby Boomers (1947–1964)	Gen-Xers (1965–1980)	Gen-Y; NetGen; Millennials (1981–1995)	Post-Millennials (1995–present)
Tapscott (1998)	–	Baby Boom Generation (1946–1964)	Generation X (1965–1975)	Digital Generation (1976–2000)	–
Zemke et al. (2000)	Veterans (1922–1943)	Baby Boomers (1943–1960)	Gen-Xers (1960–1980)	Nexters (1980–1999)	–
Label:	Mature Generation	Boom Generation	Generation X	Millennial Generation	Generation Z
Date:	1925–1945	1946–1964	1965–1980	1981–2000	2001–present

The next section of this chapter explains the different generations and their inherited characteristics.

2.2.1 Characteristics of the generations in a Workplace

a) Traditionalists 'Hard work in hard times' (born 1922-45)

During the time Traditionalists grew up they were forced to live with both economic and political uncertainty because of the World War II. Therefore, they become hard working, financially conservative and cautious of their every movement. They perceive being loyal to their organization as a very important aspect of their work life. And they are committed to stay and work for one organization for their entire life. The people of this generation don't like to take risks while respecting authority in their workplace even if it results in command and control style of leadership. When communication is needed they desire to transfer and receive information vial face to face meetings.

b) *Baby Boomers – 'live to work' (born 1946-1964)*

It is also believed that Baby Boomers who were born between 1943 and 1960 are the children of the end of World War II (Zemke et al., 1999). Technically, physically, and temporally, the Baby Boomers Birth period started in 1946 and ended in 1964; but a generational cohort can also be expressed by shared values, experiences, and worldviews as it is by zodiacal accident. During the time Baby Boomers were brought to life the economy was growing very fast and the political system has changed.. They define their quality of life by their work and their commitment to stay at work from 8am to 5pm ecstatically. As a result they are more committed to their job rather than their work and personal life at a time. They are more committed to their profession rather than their work rather than the organization they work for. This is because they want to grow personally by the work they do and have a desire to be recognized for every contribution they made to the organization. Therefore they will expect their employers and coworkers to be grateful for the task they complete for the success of the organization.

Whereas other scholars say that Baby Boomers were born approximately between 1946 and 1964, the Boomers are established in their careers and hold positions of power and authority. They are willing to do everything they can in order to have a high work ethic, enjoy long work weeks, and define themselves by their professional accomplishments. They prefer to work independently by being self-reliant, and will challenge established practices by their organization. Boomers are also goal oriented; they are not afraid to face any kind of challenging projects and work hard to make a difference in their work. They are also competitive in the workplace and work with the hierarchal structures peacefully. They believe that promotions and advancements should be earned by none other than how hard they work for it (Kane, 2010).

c) Generation X – 'Work to live' (born 1965-82)

During the time this generation were born lots of changes has been made. With the increased rate of divorce families were breaking apart leaving the children of this generation to be raised by a single parent (stepmom/stepdad). At the same time the political and economic situation was not suitable for this generation. As a result, they learn to be independence, resilience and flexible to changes than the previous two generations. At the same time they don't respect authority like the previous generations did. The people of this generation are more ethnically diverse because of their access to variety of TV channels, satellite radio and the internet. The members of these generations are also referred as 'MTV generation'. Just like the Ethiopian people of different generations were not directly affected by the World War II, they didn't have the access for different TV channels and the internet like the Americans did.

Kane pointed out that Xers were born approximately between1965 and 1980. Typically the children of this generation were raised with two-income families, and there was a rising divorce rate. Women of this generation started working and earning money like men do. The people of this generation value freedom and responsibility, and don't like to be controlled by management. They have a great desire to proceed with their ideas, are not afraid to change employers/organizations for any reason, and adapt to changes of lifestyle (Kane, 2010). Just like what the literature says for the baby boomers, there is a gap in the literature when this fact is being adopted to the current employees of this generation in Ethiopia. During this exact time the women in Ethiopia were not given as huge opportunity to educate themselves and support their family as their husbands did.

d) Generation Y/Millennials – 'digital natives' (born 1983-2004)

According to Kane (2000), Millenials were born approximately between 1980 and 2000 and are different from the older generations in that they have technology know-how having grown up with technology such as laptops, cell phones, Blackberries, and other gadgets. They prefer to communicate through e-mail or by text messaging and prefer webinars and online technology to traditional lecture-based presentations. And it is believed that the social media plays the major role to this change. But this fact may not be true for the samples that have been studied for this research. Because, Ethiopia being one of the developing countries in the world the generations of this group in Ethiopia didn't have the same amount of access to technology as the ones that were born in USA. Therefore this fact influenced their perspective to work. Unlike the previous generations they were raised with an 'empowered' style of parenting that motivate them to follow their dreams and be confident to express their feelings by not

being afraid to anyone. Since the economy of this generation was raised in a consumer economy the terms and conditions of their jobs were adapted accordingly.

Employees of this generation can be online24 hours per day. Their comfort zone is inclusive of technology and would choose to communicate with e-mail, text/chat rather than facing one another physically. They would substitute high salary for fewer billable hours, flexible work schedules and improved work and life balance. They have big dreams and expect their employers to assist them in making it come true. Whenever they are confused of something, they are not afraid to ask questions even to the authority in their workplace. They prefer their work to be meaningful and have a strong desire to learn more for improvement. They are also team players and want to include everyone whom should not be left out during the team work sessions. Generation Y has high levels of work engagement that Generation X. In addition people of this generation are believed to be loyal to, committed and don't want to be excluded from anything that can teach them something new that they have no idea about (Kane, 2010).

The higher levels of work engagement for members of Generation Y than members of Generation X can also be elaborated more as follows. Even though there was no statistically significant difference between the members of these two generations on beliefs related to career development and team work, Generation Y did show higher levels in those two beliefs. In addition, both of these generations give a great value to work-life balance. And they are concerned about their career development; they are expected to prioritize their personal life over their work. Since everyone is living in the same world the finding of a research has found that generational differences exist. It also indicates that generational differences can be found in all types of environments, as a result the conscious investigation of generational assumptions provides a rich and educational chance for many organizations. Being aware and letting other realize on generational differences provides organizations the knowledge and the chance to better understand their current workforce and make the workplace a more enjoyable place for each generation and productive for the organization (Susana, 2009).

2.2.2 Differences in Sensitivities and Work Attitudes across Generations

Only planning to keep old employees in an organization will not allow it to compete in today's market. It is beloved that Generation X and Millennials have the technical skills that will keep corporations updated technically with the world's demands. In addition, when hiring managers an open mind should be kept at all times but it is also critical to plan to enforce policies of the organization.

Researches indicate that Boomers are loyal to their company and believe in a hierarchical structure and doing whatever they are told to do. But Generations Xers feels that everyone is the same and they are not afraid to challenge authority if they don't accept what they are told to do. Millennials have high/unrealistic expectation of the employer and if they are challenged may consider looking for jobs in other organizations (Daft, 2000 and Jeffery, 2011).

Traditionalists believe in building a legacy of their contribution to the organization; Baby Boomers have the desire to build a career; Genration X wants to build that can be adapted to change that is expected to exist in the future; and Millenials do not want to care about tomorrow and live only for today (Daft, 2000 and Jeffery, 2011).

It is also believed that "Traditionalists want to build a legacy; Boomers want to build a stellar career they can be proud of; Generation Xers wants to build a career that can be replaced by another in the future; and Millennials wants to build matching careers" (Lancaster et al., 2010). The Traditionalists and Boomers want to plan for the future while being concerned about retirement, but Generation Xers and Millennials wants to live for today and not care about tomorrow. Research shows that Generation Xers have values similar to the Boomers also wanting to produce excellent work and being at work when needed with an exception that technology will need to be used in daily business functions.

Generation Xers did not score as high as the Boomers when it comes to the management and employee roles in relation with communication and service to others. Generation Xers will provide the services but they may be laid back to where the customer will obtain the materials that they need themselves without assistance. Guidance is also required in order for them to know what is expected and what their place is in the organization. Generation Xers are believed to be better educated than the previous two generations and they had an opportunity to experience an ethnically diverse environment than the Traditionalists or Boomers. They get the chance to work with experienced seniors having the confidence to ask what they want in order to have an entire understanding about everything. Xers have the desire to succeed in what they do, they are independent and want to work by themselves, and they feel that freedom is the greatest reward in the workplace. Rewards including materials are owned by this generation, but they do not hold onto any possession unless it has a value (Lancaster et al., 2002).

Generation Xers and Millennials have the opportunity in experiencing a different culture from the Traditionalists or the Boomers. Being Diversity important in today's working environment because of ideas that each culture can bring to the table. Since customers wanting to be surprised with newly

innovated products and services, each person is valued and can contribute to the goals of the organization.

Research has confirmed that the Traditionalists prefer to work in teams, are task oriented, have a respect for authority, and are very patriotic when compared to the other generation in a workplace. Traditionalists believe in a hierarchical society and believe in following directions. Information from the surveys and the interviews indicates that people recognize this generation as fore-mentioned. Traditionalists want to work with an organization until retirement and feel that loyalty is directed to the organization. Their work life comes before pleasure by sacrificing their personal needs. This indicates that they prioritize duty before fun for the success of their organization.

Traditionalists are managers and employees who provide service to customers, direct associates in daily tasks, and have the desire for their own career in the long run. Boomers are career oriented, dedicated to their job and organization; enjoy projects that can make differences, and a chance to change the world. Change can cause members of any organization to feel uncertain about their environment and Boomers feel that the work ethics of the younger generations may cause feelings of insecurity or uncertainty among the employees of the organizations (John & Roberts, 1996). Boomers are considered to be hard working, motivated by bonus and reputation, and like long work weeks (Jeffery, 2011).

Therefore, generation gap in perspectives, attitudes, and behaviors is not a new idea, however it can be difficult to reconcile in the workplace. To overcome the tension, begin by understanding each side's point of view. Lack of attention to generational differences will make any company less attractive to young recruits, resulting in higher recruiting/firing costs and greater difficulty in finding the right employees. This is a significant reason to develop this research to identify the intervention to decrease the gap between each generation for a better organizational performance.

The difference in attitudes towards team orientation among the four generations under researches, although in the literature review Generation Y was claimed to be considered as selfish, the findings failed to substantiate any such assumption due to the lack of apparent differences between different generations attitude toward teamwork. Therefore, it is tended to believe that team orientation has apparently nothing to do with age and generation and it root causes may well be searched elsewhere (Amir et al., 2012).

Therefore from the literatures it can be concluded that generational differences do exist. Making sure that Generation Y is trained in a more technical manor may work better for them. Baby Boomers may need to be oriented and trained in a different way to be more successful. Organizations may need to provide extra time and training to older generations when they train them in technological things such as an electronic medical record. Generation Y'ers (Born between 1980 – 2000) integrates the work ethic of the Baby Boomers with the technological savvy of the X'ers (Clausing et al., 2003). They are self-reliant, family-oriented, fun-seeking and hopeful. The most important influences arise from technological advances and thus the ability to communicate with anyone at any time. They learn differently, in that they have a mosaic mode of moving randomly among a series of points instead of a linear mode of thinking (Barna, 1995). Generation Y'ers prefer a team approach, desire flexible working hours, need supervision and structure in new situations, and expect a clear picture of expectations and outcomes (Clausing et al., 2003).

Table 2 Differences in levels of acceptability of certain behaviors between the generations

Acceptable behaviors	Millennials	Generation X	Baby Boomers	Traditionalists
Write negative comments on social media about the company	14%	9%	5%	1%
Make copies of confidential documents	12%	18%	13%	8%
Acceptable to "friend" a client/customer on a social network	36%	32%	24%	15%
Use social medias to know more about company competitors	37%	34%	27%	9%
Post personal pictures on company network	26%	19%	15%	10%
Make a copy of work software for personal use	13%	11%	5%	8%

Source: ERC Generational Differences in Workplace Ethics (2013)

Table 3 Differences in workplace characteristics across the generations

Work Place characteristics	Traditionalists	Baby boomers	Generation X	Millennials (Generation Y)

Work ethics and values	Respect authority sacrifice own benefit for organizational benefit Duty before fun Obey rule	Works very hard Work efficiently	Question authority Independent Prefer to have structure and direction Sceptical/doubtful Tolerant	What's next Multi-tasking Tenacity Entrepreneurial Goal oriented
Interactive style	Individual	Team player Loves to have meetings	Entrepreneur	Participative
Communications	Formal Memo	Face to face By phone	Direct communication Immediate	Email Voice mail
Feedback and rewards	No news is good news Satisfaction in a job well done	Money Recognition	I apologize to interrupt, but how am I doing? Freedom is the best reward	Whenever I want it, at the push of a button Meaningful work
Messages that motivate	'I respect your experience'	'You are valued, you are needed'	Do it your way, forget the rules'	'You have the chance to work together with other brilliant employees'

Source: Amended from Greg Hammill, Mixing and Managing Four Generations of Employees, Fairleigh-Dickinson Collage of Business (2008)

The above table indicates that the older employees have a great respect for authority, listening to management and other employees whereby they are required to communicate formally in the organization. As a result it is concluded that the elders are quick to react to ethics programmes and they are expected to be aware of the organization's standards, systems and processes. Furthermore it was found that younger employees have a great chance of observing misconduct, but still it is very unlikely.

On the other hand previous researches by (Kane, 2010 and Zemeke, 2010) found that younger workers are more likely to represent an area of vulnerability as they are more likely to observe misconduct, yet are likely to report it and have less experience to help them deal with it. However, younger generations

seem more likely to use tools and resources provided by ethics offices, especially when they include social interaction and provision of support (such as helpline, mechanisms for seeking advice, training, etc).

Various studies also point out that there are differences in work attitudes and values amongst generational cohorts. A review of the literature on generational differences by Twenge (2010) provides several studies, both time-lag and cross-sectional studies, identifying how generations differ from one another. For example, Smola et. al., (2002) time-lag study looks at work values across generations, comparing their 1999 data to a previous study in 1974. Their study reports a significant difference in work values between Generation X and Baby Boomers, such that Generation X was "less loyal to the company and more 'me' oriented" than Baby Boomers. Additionally, Kowske et. al., (2010) report statistically significant differences, although small effect sizes, in work attitudes regarding satisfaction with work, satisfaction with pay, and turnover intentions. The implications of their study, although acknowledging the presence of generational differences, does not endorse implementing specialty programs specifically for Millennials, as the costs of program implementation might outweigh the end benefits.

Other studies outside of the United States also suggest generational differences across organizational variables. Benson and Brown (2011) looked at the differences between Baby Boomers and Generation X Australian public sector research employees in job satisfaction, organizational commitment, and willingness to quit. Their results suggest that Baby Boomers have significantly higher job satisfaction and lower willingness to quit than Generation X. Additionally, Benson et. al., (2011) identified different antecedents for job satisfaction, organizational commitment, and willingness to quit, between the two cohorts that support the common stereotypes seen in popular press. Specifically, their study reports that "supervisor support was important to Boomers, while a lack of co-worker support was related to a higher willingness to quit of GenXers" (Benson & Brown, 2011).

Differences in generational sensitivities also have an impact. For example, Millennial employees are less likely to take note of breaches of privacy and feel less loyalty to their current employees.

2.3 Making the most of a Multigenerational Workforce

In order to meet the demands of a today's dynamic business environment, related with an ageing population and high turnover rate, it is essential that business organizations are able to attract, retain and

motivate employees of all generations (Zemeke, 2010, Amir et al. 2012, Twenge, 2010). Creating an environment that assists employee retention is a vital factor in countering the staffing crisis in every business and an issue that concerns many leaders, or manager's time. However, in spite of tremendous efforts to keep staff in place, national and international trends indicate a retention crisis remains evident (Zemeke 2010). It is recommended here that while dealing with multiple generations a range of solutions could be applied to face the challenge of retaining employees in the workforce. This is because each generational group has their own unique experiences, values, gender issues, tensions, problems and approaches to team working

(Amir et al. 2012).

When different generations are working together in the workforce at all organizational levels it is important to understand the generational differences and their similarities, in order to solve confusions regarding diversity, creativity and energy. As a result, it may be useful to consider strategies that recognize and address issues of retention and attraction for all generations within an organization. While having a combination of generations in the workplace is a new incident, years ago the different age groups were separated by a clear chain of command with the older workers as supervisors and managers, while the younger workers were apprentices and juniors. But today, diverse ages work together in an organizational structure where teams of and where younger apprentices are less afraid to argue their point, make demands and voice their opinions (Zemeke, 2010).

When a variety of multigenerational groups work together misunderstandings regarding values, work ethics, communication styles and approaches to problem solving may be common and lead to conflict (Amir et. al., 2012), disagreement or a mixture of unproductive workforce. The result of these misunderstandings and work ethic differences are likely to be costly to organizations as they can result in increased absenteeism, interpersonal conflict, low quality products and services provided to customers (Zemeke, 2010), miscommunication and presence of unmotivated staff. It is suggested that when generational groups are not in agreement, staff satisfaction and employee performance declines (Zemeke, 2010).

Therefore managers and leaders within every organization need to apply leadership insights and management strategies to support and promote an understanding of different generational needs.

2.4 Hypothesis
In this section explains the hypothesis developed from precious studies by (Greg, 2008)

H1: There is a difference in perceptions of interactive style and work ethics and value across different age groups.

It is believed that employees of the same generation have the same attitude towards the work environment, the group they want to join making it difficult for trainers because they way each generation acquires, processes, arranges and filter a certain information differs accordingly.

H2: There is a difference in perceptions of communication style and work ethics and value across different age groups.

Since the environment each generation lives in is different from one another, perceived communication style, work ethics and value will also differ accordingly.

H3: There is a difference in perceptions of feedback and reward and work ethics and value across different age groups.

The way members of different generations find an attractive way of feedback and reward, and work ethics differs.

H4: There is a difference in perceptions of motivational messages and work ethics and value across different age groups.

Source: Amended from Greg Hammill, Mixing and Managing Four Generations of Employees, Fairleigh-Dickinson Collage of Business (2008)

2.5 Definition of Terms

Ethics is "a determination about right and wrong. This actual result, however, is secondary to the process: the verdict is only the remainder of forming and debating arguments. This implies why doing ethics isn't brainwashing. Conclusions are only taken seriously if composed from clear values, recognized facts, and solid arguments." Andy Schmitz, 2012

Generational cohort is defined by Kupperschmidt (2000) and Mannheim (1972) as an identifiable group, which shares years of birth in a similar social location experiencing similar social events and at critical stages of development.

Generational Identity is defined by Josh et. al., (2010) as "a multifaceted construct that is broadly defined as an individual's knowledge that he or she belongs to a generational group/role together with some emotional and value significance to him or her of this group/role membership".

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter briefly shows the research design that is used in this study after which the sampling techniques are stated. Moreover tools and procedures of data collection are highlighted. The last sections of the chapter indicate the methods of data analysis that are used in the research and highlight the ethical standards that were pursued.

3.1 Research Design

Firstly, the researcher planned on the necessary information that can be collected from related researches and literatures which are relevant to identifying the difference between workforces of different generations. After that the researcher gathered secondary data and analyze general information of factors affecting the behaviour of different generation in a workplace and how it will affect their overall performance. After gathering and analyzing secondary data, the researcher amended questionnaires and distribute it to the five different organizations in Addis Ababa, and the questionnaires were collected from the respondents and analyzed by SPSS software.

For this research a combination of qualitative and quantitative research was designed to determine whether significant differences existed in interactive style, communication style, feedback and reward, work ethics and value, and motivational messages among generational cohorts in a workplace. It is designed to investigate whether these differences have impact on the work ethic and value that is being practiced by each generation.

The research was based on information gathered through a questionnaire given to employees of the selected companies. In order to reach these respondents, questionnaires were given to the employees by the researcher and by other employees who were willing to collect it. The period over which the survey took place was April and May 2016, total number of employees is 3734. After calculating the appropriate sample size that represents the population of each organization 833 questionnaires were distributed. After a preliminary sorting process where 15 questionnaires were eliminated due to incomplete answers, the final sample included 818 respondents.

The questionnaire was delivered to the respondents in person and they were requested to complete it within a minimum number of days. Data was collected accordingly and regarding appropriate sample

size for factor analysis, different rules in the literature are indicated. Comrey et. al., (1992) considered the sample size of 100 as poor, 200 as fair, 300 as good, 500 as very good and 1000 or more as excellent. As a result 818 samples are studied for this research from the selected six manufacturing and service industries.

507 of the respondents were male and 311 were female. Regarding appropriate sample size for factor analysis, different literatures indicate that the sample size should at least be 100 Gorsuch (1983) and Kline et. al., (1981), and the higher the number of samples the more accurate the sample will represent the entire population.

3.2. Population and Sampling Techniques

This research was studied on five different companies in Addis Ababa, and the total number of employees and the respective number of sampling taken for this study is shown in the table 4.

For this research Purposive sampling techniques is applied. This sampling technique can also been referred to as non probability sampling or purposeful sampling or "qualitative sampling." This kind of sampling technique involves selecting certain units or cases "based on a specific purpose rather than randomly" (Tashakkori & Teddlie, 2003a).

The main reason this sampling technique has been preferred for this research is because the researcher wants to set up comparisons among different employees of different age groups. Since the concentration of different age group in the selected companies is not the same purposive sampling has been applied. I.e. the questionnaires were handed out to members of each age group in each organization. Some deviation from the exact percentage of each age group might be noticed. That is because some members of a certain age group might refuse to fill out the questions in the questionnaire, then it will be passed on to the next person, whereas this next person might not be in the same age group as the researcher plans.

Table 4 Status of Population:

Name of Organization	Total Number of Employees	Sample (Confidence = 95%)
Camara Education Ethiopia	12	12
Commercial Bank of Ethiopia (Seferian and Addis Ababa branch)	147	124
Ethiopian Roads Authority	1734	325
Ethiopian Airlines (Head Office)	1796	327
Inter African Aluminium Extrusion Factory	20	20
St. Paul Hospital Millennium Medical	25	25

College		
Total	**3734**	**833**

Source: Own survey

The sample for each population was estimated considering 95% confidence interval and 5% error http://www.research-advisors.com/tools/SampleSize.htm.

$$n = \frac{N}{1 + N(e)^2}$$

Source: Yamane, 1973

Where **n** is the sample size, **N** is the population size, and **e** is the level of precision or expected error. By using this formula at 95% confidence level and 5% level of precision the sample size was as follows:-

$$n = 1734 \div (1 + 1734(0.05)^2)$$

n= 325 samples

The rest of the sample estimation was conducted by the above mathematical expression. Since the total number of employees for Camara Education Ethiopia and Inter African Aluminium Extrusion Factory are less than 100, a census sampling was conducted Comrey et. al., (1992). For the rest of the organizations the questionnaire was distributed to each age group on the basis of age range concentration as shown in the table below.

Table 5 Age group of employees in organizations: Amended from Strauss and Howe (1991)

Name of organization	Age group		
	>=24 (Millennials)	25-39 (Millennials and Generation X)	40-59 (Generation X and Baby Boomers)
Camara Education Ethiopia	23%	58%	19%
Commercial Bank of Ethiopia (Addis Ababa & Seferian branch)	3%	90%	7%
Ethiopian Roads Authority (January, 2016 revised)	16%	59%	25%
Ethiopian Airlines (December, 2015 revised)	14%	63%	23%

Inter African Aluminium Extrusion Factory	21%	64%	15%
St. Paul Hospital Millennium Medical College	11%	68%	21%

Source: Own survey

From the above table it is shown that the age of majority employees lies between 25-39 years.

Table 6 Number and Percentage of Respondents among Generational Cohorts based on Gender

Gender	Age group	Number of respondents	Percentage of respondents
Female	>=24	50	16
	25-39	190	61%
	40-59	71	23%
Total Female		**311**	**100%**
Male	>=24	133	26%
	25-39	306	60%
	40-59	68	14%
Total Male		**507**	**100%**

Source: Own survey

Table 7 Range of Years of work experience:

Range of years of experience	Number of respondents	Percentage of respondents
>=4	172	21%
5-9	269	33%
10-19	368	45%
20 and over	9	1%
Total	**818**	**100%**

Source: Own survey

3.3. Types of Data and Tools/Instruments of Data Collection

The research instrument, developed and used in this study, is a questionnaire having five point likert rating scale 1-Not at All (strongly disagree), 2-Rarely (disagree), 3-Sometimes (Neutral), 4-Often (agree), and 5- Very Often (strongly agree). The questionnaire was developed on the basis of literature (Greg Hammill, 2008; Zemke et al., 1999; Kane, 2010; Daft, 2000 and Jeffery, 2011) which identified critical areas of generational difference in a workplace.

3.4. Procedures of Data Collection

Before collecting secondary data from the respondents letter for cooperation written from the university was submitted to each company. After the letter was approved the data was given to the employees and collected in the next days. The date for submitting the questionnaire was decided by each employee/respondent. Therefore the researcher respected this decision of every employee and received the questionnaire accordingly.

3.5. Methods of Data Analysis

Before analyzing the collected data it was first categorized by age groups to distinguish the responses according to the respondents' generation group. The grouping was done based on Nancy (2001) (ages<=24 years, 18–39 years, 40–59 years and >60 years). After each response is grouped into its respective age group the data collected were put into the software program Statistical Package for the Social Sciences (SPSS) for statistical analysis.

3.6. Ethical Considerations

a) Since people have the right to not be forced into participating in the study, the researcher gave each respondent a chance to decide whether or not they would like to contribute to the research.

b) When respondents were answering questions from the questionnaire, the researcher was there to ensure that the respondents be aware of the information collected would be used for an academic purpose only.

c) The researcher also ensured that participants could respond to the questionnaire at a time that is most convenient for them and stick to the time decided by the respondents.

d) The researcher ensured that the careful entries of data in the questionnaires were made to SPSS software for analysis.

CHAPTER FOUR

RESULTS AND DISCUSSION

The data that are gathered based on the methodology presented in the preceding have been analyzed. The three sections of this chapter respectively present results (findings) of the study, test of hypothesis and discussion.

Table 8 Case processing summary

Case Processing Summary			
		N	%
Cases	Valid	818	100.0
	Excluded[a]	0	.0
	Total	818	100.0
a. Listwise deletion based on all variables in the procedure.			

Source: Own survey

Table 9 Reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.738	47

Source: Own survey

4.1 Results/Findings of the Study

Descriptive statistics and brief explanations are used to show the findings with regard to interactive style, communication style, feedback and reward, work value and work ethics. The descriptive statistics in the tables provided in the below show the Mean (M), Standard Deviation (SD) and, and ranges for the main study variables

Table 10 Descriptive Statistics of Interactive Style:

Question (Interactive Style)	Age group		
	>= 24 years (N=183)	25-39 years (N=496)	40-59 years (N=139)
	Mean (Std. Deviation)	Mean (Std. Deviation)	Mean (Std. Deviation)
I prefer to work my own (individually)	2.6940 (.74444)	3.1552 (1.34918)	4.1942 (.94698)
I am a team player	3.9290 (.64653)	3.9617 (.79933)	3.5252 (1.02385)
I prefer to have regular meetings	2.7268 (1.01727)	3.1976 (1.49655)	3.9712 (.89234)
I prefer to be participative	4.4754 (.52225)	3.6452 (.81841)	3.7482 (1.00068)

Source: Own survey

From the above descriptive statistic table the answers from the respondents is summarized as follows:

Respondents of age range between 40-59 ages (M = 4.1942, SD = 0.94698) and 25-39 (M = 3.1552 = 1.34918) years think that it is better for them to work by themselves. Whereas the rest of the respondents (M = 2.6940, SD = 0.74444) answered that they do not like to do tasks by themselves. But all the respondents of different age ranges think that they are team players. This means that even if elders want to work by themselves, they still can cooperate to work with other employees.

The younger employees i.e. the ones whose age ranges less than 24 years (M = 2.7268, SD = 1.01727) don't want to have regular meetings. But respondents of the elder groups don't mind having regular meetings in their workplace.

Table 11 Descriptive statistic of Communication style:

Question (Communication Style)	Age group

	>= 24 years (N=183)	25-39 years (N=496)	40-59 years (N=139)
I prefer a formal communication style	4.0710 (.51396)	2.4294 (1.29765)	3.2302 (1.39001)
I prefer to communicate/discuss in person	3.3880 (.98743)	3.9315 (1.14915)	3.1079 (1.54962)
I prefer to communicate in a phone	3.6667 (.97402)	3.4577 (1.36412)	3.3525 (1.55974)
I prefer to communicate via social media/email	3.0328 (.85100)	2.7177 (1.13037)	2.7626 (.87297)
I prefer to communicate immediately/ as soon as possible	4.2350 (.86092)	3.9375 (1.51028)	3.6547 (1.00515)

Source: Own survey

The literature states that younger generations age range of <=24 years (M = 4.0710, SD = 0.51396) are enthusiastic about participating in a formal communication. The data, however shows that respondents of age range between 25-39 ages (M = 2.4294, SD = 1.29765) do not like to communicate formally. Unlike the rest of the respondents age range of <=24 years (M=3.0328, SD = 0.851) prefer to communicate via social media, and they do not mind if they hear nothing about the work they did from their boss.

Table 12 Descriptive statistics of Feedback and reward:

Question (Feedback and reward)	Age group		
	>= 24 years (N=183)	25-39 years (N=496)	40-59 years (N=139)
I think no news is good news about the work I did	2.5355 (1.23928)	3.5544 (1.55734)	2.1007 (1.56175)
I will be satisfied if I did my work well	4.3224 (.46868)	3.8690 (.97906)	4.7338 (.50470)
Money will motivate me to work harder	2.9016 (.82618)	3.5806 (.78724)	4.0288 (.48068)

Title recognition will motivate me to work harder	3.4044 (.65497)	3.4335 (.79621)	3.6403 (.90094)
I don't want to be interrupted while I am working	3.7923 (.98368)	3.6915 (.79367)	3.5683 (.86015)
Freedom is the best reward in a workplace	4.9016 (.42081)	4.4859 (.79124)	4.0360 (.95864)
I prefer to get feedback whenever I want it, as soon as possible	4.3825 (.53052)	4.2762 (.82040)	4.2734 (.58738)
I prefer my work to be meaningful	4.8634 (.37493)	4.1431 (1.14313)	4.6619 (.66544)

Source: Own survey

Money motivates members of two age groups other than respondents of age group <=24 years (M = 2.9016 SD = 0.82618) for a better work performance. Members of all age groups don't want to be interrupted when they are working. This indicates that all generations want some alone time to do their job carefully.

In addition, members of each age group want freedom in a workplace, would like to get feedback whenever they want it and they want to do a job provides more meaning to them.

Members from an age group of 25-39 think that if they don't hear anything about the work they will interpret the silence as good news (M=3.5544, SD=1.55734). But respondents from the other two age groups don't share this idea.

Table 13 Descriptive statistics of work value:

	Age group		
Question (Work value)	**>= 24 years (N=183)**	**25-39 years (N=496)**	**40-59 years (N=139)**
If my experience is respected it would motivate me	4.3497 (.59122)	4.1552 (.90904)	4.3237 (.62804)

If someone told me if I am valued and needed it would motivate me to work harder	3.7869 (1.01280)	3.2722 (1.09568)	3.5827 (.87559)
If I have freedom to do it my way forgetting the rules it will motivate me	3.5519 (.77480)	4.0464 (1.27599)	3.9137 (.88859)
If I am told that I am going to be working with other bright, creative people it will motivate me to do more	4.7104 (.51168)	3.8750 (.79931)	3.2158 (1.27269)
I am flexible to change	4.0820 (.84441)	3.9899 (1.08334)	3.3165 (1.36220)
I sacrifice my own benefit to my organization	4.3169 (.60045)	3.4698 (1.18026)	3.6403 (.70204)
I am workaholic	4.2568 (.80154)	3.3871 (1.04802)	3.6403 (.79861)
I work efficiently	4.0273 (.30439)	4.2722 (.60009)	4.2302 (.56871)
I want recognition for the work I do	4.0328 (.85743)	4.1129 (.72429)	4.3094 (.58791)
I prefer to work independently (by myself)	4.0055 (.90479)	3.6109 (.60952)	3.6691 (.75554)
I want structure and direction to do my job	2.9235 (1.08671)	3.7218 (1.22895)	3.1799 (1.18108)
I am skeptical (doubtful)	3.0601 (1.44180)	2.7177 (1.03327)	2.3525 (.79731)
I am tolerant	3.1803 (.50844)	3.2157 (1.00294)	3.5180 (1.00975)
I always look for the next thing in my work (what's next)	4.694 (.5074)	3.440 (1.1825)	3.137 (1.0509)
I prefer to multitask that do a single task (multitasking)	4.0109 (.27713)	3.3931 (1.20633)	3.5252 (1.00240)
I am stubborn	3.0984 (.92055)	2.7016 (.97632)	2.0576 (.82330)

I am entrepreneurial	2.7377 (.62639)	3.6694 (.71319)	3.5971 (.79600)
I am goal oriented	4.0656 (.26944)	4.2440 (.74601)	4.1295 (.65756)
I am committed to my organization	3.4481 (1.73087)	3.1875 (1.49987)	3.8993 (1.13760)
I think of my organization as my own	4.0328 (.404671)	2.9274 (1.20721)	3.9353 (.76337)

Source: Own survey

Members of each age group answered that they want their experience to be respected (<=24 years: M=4.3497, SD=0.59122; 25-39years: M=4.1552, SD=0.90904; and 40-59 years: M=4.3237, SD=0.62804). Therefore, if their organization acknowledges their commitment it will motivate them to achieve a better performance.

All members of each age group also answered that if their skill is also valued and needed by the organizations, they will strive to work hard willingly. Young employees (<=24 years) are skeptical of their work (M=3.0601, SD=1044180) whereas members of the other age groups answered that they don't doubt their work at all (25-39years: M=2.7177, SD=1.03327; and 40-59 years: M=2.3525, SD=0.79731).

Members of respondents other than the ones within the age group of 25-39 (M=2.9274, SD=1.20721) years think of their organization as their own. This indicates the citizenship feeling they perceive about their company.

Respondents of all age group want freedom that can let them decide about a certain situation by themselves. This is not the only factor different generations have in common. In addition they all want to work with other brilliant employees and share experience from one another. They are workaholics and would sacrifice their own benefit to organizational advantage. And if there is a change they are willing to adapt to the new situation without hesitation.

All respondents of the three generations answered that they don't text/chat with their friends and family at their workplace during working hours (<=24 ages: M = 2.1257, SD = 1.13899; 25-39 ages: M = 2.1089, SD = 1.56742; 40-59 ages: M = 2.5180, SD = 1.05193).

Table 14 Descriptive statistics of work ethics:

Question (Work ethics)	Age group		
	>= 24 years (N=183)	25-39 years (N=496)	40-59 years (N=139)
I respect authority	4.3443 (.65176)	3.7762 (.78388)	4.0647 (.56733)
I text/chat with friends & family at work in working hours	2.1257 (1.13899)	2.1089 (1.56742)	2.5180 (1.05193)
I am loyal to my organization	3.3661 (1.76422)	3.7923 (.88262)	4.1583 (.63996)
I am respectful to other employees	4.7541 (.43180)	3.7702 (.91871)	4.1079 (.63349)
I lie to stay home from work	1.0874 (.44845)	3.0766 (.89566)	1.8129 (1.14568)
I keep the secret of my organization	4.7104 (.45483)	4.1855 (.72882)	3.5468 (1.21120)
I kept the secret of the customer	4.6940 (.50744)	4.3387 (1.14512)	4.4820 (.64102)
I use the organization's resources for personal use (Phone, take company stationary at home, etc.)	2.1311 (1.15989)	3.3548 (.92937)	3.0144 (1.29091)
I prioritize duty before fun	3.7650 (1.04539)	2.8569 (1.19158)	3.9496 (.98042)

	3.4317	3.8609	3.6978
I adhere the rules	(.62413)	(.88238)	(.84831)
Valid N (listwise)			

Source: Own survey

Only respondents ranging 25-39 ages answered that they lie to say home from work (M = 3.0766, SD = 0.89566). Whereas respondents of <=24 years (M = 1.0874, SD = 0.44845) and 40-59 (M = 1.8129, SD = 1.14568) answered that they don't tell lies to not go to work. This implies that

Respondents with an age range of <=24 years answered that they don't use their company's resources for personal use (M = 2.1311, SD = 1.15989). Whereas employees that range from 25-39 years (M = 3.3548, SD = 0.92937) and 40-59 years (M = 3.0144, SD = 1.29091) admit that they use their companies resources for their own benefit.

Respondents ranging between the ages of 25-39 years answered that they don't prioritize duty before fun (M = 2.8569, SD = 1.19158). But the rest of the respondents in the other age group give priority to their work than fun.

Unlike the rest, respondents of <=24 years of age answered (M = 2.9235, SD = 1.08671) that they don't want structure and direction to do their job in a workplace. Employees' age ranging from <=24 years answered that they are skeptical (M = 3.0601, SD = 1.4418). But the rest of the respondents 25-39 (M = 2.7177, SD = 1.03327) and 40-59 (M = 2.3525, SD = 0.79731) answered that they don't feel doubt about the work they do.

Respondent with an age range of <=24 years answered (M= 3.0984, SD = 0.92055) that they are stubborn indicating that it can be hard to make them change their mind about something. But the rest of them answered that they are not stubborn 25-39 years (M = 2.7016, SD = 0.97632) 40-59 years (M = 2.0576, SD = 0.8233).

Respondents within an age group of <=24 (M = 4.0328, SD = 0.404671) years and 40-59 (M = 3.9353, SD = 0.76337) answered that they think of their current organization as their own. Whereas the rest of respondents with an age range of 25-39 years answered that they don't thin k of their organization as their own. This shows that the feeling of citizenship is not found within the hearts of these respondents.

All respondents answered that they have a great respect to authority and they would sacrifice their own benefit to their organization. They also answered that they keep the secret to their customers and their organization. This is very good news for organizations. In addition all respondents of each generation answered that they are flexible to change, loyal to their organization and keep the secret of their customers at all times.

The descriptive statistics shows that respondents from all age groups obey rules in an organization, and they all want recognition for the work they did. Furthermore, they all look for the next thing in their work and they prefer to do more than one job rather than to do a single job all the time.

4.2. Test of hypothesis

Hypothesis 1: There is a difference in perceptions of interactive style and work ethics and value across different age groups.

Out of the many characters that members of single generation have in common is the same activity of exchanging information with other people in a workplace.

According to (Susana, 2009) it is believed that employees of the same generation have the same attitude towards the work environment, the group they want to join making it difficult for trainers because they way each generation acquires, processes, arranges and filter a certain information differs accordingly.

Hypothesis 2: There is a difference in perceptions of communication style and work ethics and value across different age groups.

Hypothesis 3: There is a difference in perceptions of feedback and reward and work ethics and value across different age groups.

Hypothesis 4: There is a difference in perceptions of motivational messages and work ethics and value across different age groups.

Multiple regression analyses were conducted for each age group to determine the relationship of the proposed predictors and work ethic and value.

Table 15 Model summary (<=24 age range):

Model Summary (<=24 age group)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.509[a]	.259	.237	.55330
a. Predictors: (Constant), Motivational messages, Feedback and reward, Communication style, Interactive style				

Source: Own survey

The Standard Error of the Estimate is 0.55330. And the strength of the relationship is based on the R statistic, indicating that a simple two variable regression is the same as the correlation coefficient. In this research, the R statistic is 0.509, implying a moderate relationship.

Table 16 Coeficients[a] (<=24 age range):

Coefficients[a] (<=24 age range)					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.771	.517		7.297	.000
Interactive style	.325	.056	.279	-.718	.014
Communication style	.351	.034	.241	-.239	.012
Feedback and reward	. 905	.099	.767	2.966	.004
Motivational messages	.422	.040	.300	-5.103	.000
a. Dependent Variable: Work ethics and value					

Source: Own survey

24 and under group: Multiple regression analyses were conducted to test the hypothesis that interactive style, communication style, motivational messages, feedback and reward are significant predictors of work ethic and value. The final model was significant, R^2=0.259, p<.001. Results indicated that interactive style (β=0.279, p<.001), communication style (β=0.241, p<.001), motivational messages

($\beta=0.241$, $p<.001$), and feedback and reward are significant predictor of work ethic and value practices for work ethics and value. The overall model is significant.

Table 17 Model summary (25-39 age range)

Model Summary (25-39 age range)				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.460[a]	.211	.205	.79861
a. Predictors: (Constant), Motivational message, Feedback and reward, Communication style, Interactive style				

Source: Own survey

Table 18 Anova (25-39 age range):

ANOVA[a] (25-39 age range)						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	83.940	4	20.985	32.903	.000[b]
	Residual	313.149	491	.638		
	Total	397.089	495			
a. Dependent Variable: EV7						
b. Predictors: (Constant), Motivational message, Feedback and reward, Communication style, Interactive style						

Source: Own survey

Table 19 Coeficients[a] (25-39 age range):

Coefficients[a] (25-39 age range)						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.038	.323		-.118	.906

Interactive style	.309	.060	.276	5.159	.000
Communication style	.169	.031	.245	5.427	.000
Feedback and reward	.545	.050	.479	10.916	.000
Motivational messages	-.122	.058	-.109	-2.097	.037
a. Dependent Variable: Work ethics and value					

Source: Own survey

25 to 39 age group: A multiple regression analysis was conducted to test the hypothesis that interactive style, communication style, motivational messages, feedback and reward are significant predictors of work ethic and value. The overall model was significant. Results indicated that interactive style (β = 0.276, $p<.001$), communication style (β = 0.245, $p<.001$), feedback and reward (β = 479, $p<.001$), and motivational messages (β = -0.109, $p<.005$) were significant predictors of turnover intentions for nurses in this age group. As a result the null hypothesis is rejected.

Table 20 Model Summary (40-59 age range):

Model Summary (40-59 age range)				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.491[a]	.241	.218	1.01309
a. Predictors: (Constant), Motivational message, Feedback and reward, Communication style, Interactive style				

Source: Own survey

Table 21 ANOVA[a] (40-59 age range):

ANOVA[a] (40-59 age range)						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.604	4	10.901	10.621	.000[b]
	Residual	137.532	134	1.026		

		B	Std. Error			
	Total	181.137	138			
a. Dependent Variable: EV7						
b. Predictors: (Constant), Motivational message, Feedback and reward, Communication style, Interactive style						

Source: Own survey

Table 22 Coefficients[a] (40-59 age range)

Coefficients[a] (40-59 age range)						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.028	.810		-.034	.073
	Interactive style	-.086	.111	-.077	-.776	.039
	Communication style	.408	.072	.495	5.695	.000
	Feedback and reward	.156	.181	.066	.866	.018
	Motivational messages	.061	.084	.068	.724	.020
a. Dependent Variable: Work ethics and value						

Source: Own survey

40 to 59 age group: Multiple regression analyses were conducted to test the hypothesis that interactive style, communication style, motivational messages, feedback and reward are significant predictors of work ethic and value. The overall model was significant; the final model was significant $R^2= 0.241$, p<.001. Results indicated that interactive style ($\beta=0.077$, p<.001), communication style ($\beta=0.495$, p<.001), feedback and reward ($\beta=0.066$, p<.001) and motivational messages ($\beta=0.068$, p<.001) were significant predictors of work ethics and value for employees in this age group. Therefore, the null hypothesis is rejected.

Furthermore, since the significant level for each dependent variable (ANOVA test) is less than 0.05 it indicates that there is a significance difference somewhere among the means on the independent variables in the three age groups. But the above table does not tell us which group is different from

which other group. The statistical significance of the difference between each pair of groups is provided in the multiple comparisons table.

From the findings of research it can be concluded that the response of the three age groups about whether they have respect for authority is significantly different from one another. However there is no significant difference between members of age group 25-39 years and 40-59 years on whether they would scarify their benefit to their organization. Employees exchange messages with friends and family during working hours have a significant difference between respondents with an age group of <=24 years and 40-59 years (Mean difference of 0.39230) and 25-39 years with 40-59 years (Mean difference of 0.39230). The response of employees for flexibility to change within the age range of <=24 years and 25-39 years are not significantly different from each other. Whereas this response is the same for employees of age range <=24 years and 40-59 years (Mean difference=0.76542) and between 25-39 years and 40-59 years (Mean difference=0.67337).

There is a significant difference between respondents of all age groups concerning their loyalty to their organization, whether they lie to not go to work and if they have a respect for other employees. In addition the statistic difference is also shown on whether they keep the secret of an organization, use company's resources for their own use and if they are willing to put their job first than having fun in a workplace and whether or not they look for what comes next in their workplace (Mean difference between 25-39 years and <=24 years is 1.2545; 25-39 with 40.59 years is 3028; <=24 years and 40-59 years is 1.5573.

There is no statistical significant difference of respondents answer whether they want structure and direction to do their job with a mean difference between the age range of <=24 years with 40-59 years. There is also no statistical significance difference between respondents with an age group of 25-39 and <=24 years (mean difference=0.08012) on whether they want recognition for the work they do.

Table 23 Chi-Square Tests:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	520.991[a]	6	.000

Likelihood Ratio	577.757	6	.000
Linear-by-Linear Association	53.864	1	.000
N of Valid Cases	818		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.99.			

Source: Own survey

From the above table it can be seen that X(1)=520.990, p=0.00 indicating that there is no statistically significant association between age and (interactive style, communication style, feedback and reward, motivational messages, and work ethics and value). This means that each respondent's perceptions toward the variables indicated in the above sentence of each group will have an equal chance of having the same perception.

Comparison of response to every question for members of each age group is also illustrated at Appendix 2.

4.3 Discussion

This research has investigated whether suggested generational differences exist in perceptions of interactive style, communication style, feedback and reward, motivational messages and work ethics and value. Findings of this study pointed out that statistically, there are significant differences across these perceptions of respondents; but the differences are not perfectly similar to the ones that are mentioned in the literature, implying that young generations (age range of <=24 years) are committed to their organization and that they have a great respect for authority.

The analysis for this research showed that there was a statistical difference between members of each age group on their perception towards the main variables. This is consistent with previous studies that point out each generation having its own set of values and attitudes in a workplace. And that people that are members of the same generation has personality and unique character that makes them different from the other (Zemeke, et. al., 2000, Kupperschmidt, 2000, Benson et al., 2011; Kowske et al., 2010; Smola et al., 2002).

The finding indicates that Baby boomers prefer to work independently by being self-reliant, are also goal oriented also consistent with previous study of Kane, 2010. But this fact is true for the rest of the

respondents who are members of the rest of the age groups. Also Baby Boomers (40-59 years of age) are not only ones who are goal oriented. According to the information gathered from the questionnaire, members of all age group are goal oriented. This research also indicates that Baby Boomers are also workaholics and this finding is similar to (Ronald, 2014). But the result of this study showed Baby Boomers are not the only employees who work hard to achieve organizational goals. All age groups in this study said that they are workaholics.

Generation X (some members of 30-49 years of age and 40-59 years in this research) answered that they are flexible to change and value freedom. But unlike what previous literature (Kane, 2010) says employees of these age groups want structure and direction; they are also committed to their organization. This indicates the fact that they don't mind to be controlled by management.

Employees of generation Y (all respondents of age group of <=24 years and some respondents of 25-39 years) answered that they want a more flexible work environment where they can forget the rules and do their job according to their desire. This result is also the same as (Kane, 2010), but the members of these age groups are not the only ones who want a flexible work system, have a strong desire to work in teams, are always looking for something new in their job, loyal to their customers and employers and prefer to engage in a job that is meaningful to them (Kane, 2010 and Clausing et al., 2003). According to this research all the respondents of each age group prefer to work in an environment where they can have freedom to do their job in their own ways, are team players, look for the next thing in their work, keep the secret of their organization and its customers, they also prefer to work in a place where the work they do are meaningful to them. This answer is also consistent with (Amir et al., 2012) whereby team orientation is not influenced by the age difference.

Another finding of this study showed that employees of this generation also want recognition to the work they do, this is the same as what (Hill, 2002 as cited in Boychuk et al., 2004) found out in their previous research.

Additionally, the result of this study indicate that there are statistically significant differences of perceptions of interactive style, communication style, feedback and reward, motivational message, and work ethics and value. However, these differences are small, and might not assure practical significance. These results are consistent with Smola et. al., 2002, Hill, 2002 and Zemeke, 2010.

CHAPTER FIVE:

CONCLUSIONS & RECOMMENDATIONS

This chapter briefly presents the conclusions of this research. It also states the limitations of the study and forwards recommendations for future study.

5.1. Conclusions

As stated in Section 4.3, the findings of this study have pointed out significant differences across these perceptions of respondents; and that but the differences are in full concordance with to the ones that are highlighted in the literature review of this study with regard to the work commitment of young generations (age range of <=24 years) and their respect for authority.

As employees of new generation are joining the current workforce, there need to be enhanced understanding of cross-generational work place behaviours because employees with an age range of (<=24, 25-39 and 40-59 years) will be working closely together for a minimum of twenty years. Organizations are thus expected to understand the interactive style, communication style, feedback and reward, motivational messages and work ethics and value of different generations in order to avoid confusion and miscommunication.

This will let organizations achieve higher productivity. As a result, this research was conducted in order to explore the actual differences between employees of a different age group. It is expected that current findings would provide organizations and managers a great knowledge about the characteristics of their internal customers.

As different members of age group are working together in today's business world, it was found out that generational differences exist. This study indicates that generational differences can be seen in all types of industries, i.e. banks, manufacturing industries, hospitals and other service industries. As a result this investigation of generational assumptions provides a great opportunity for many organizations. Understanding the existence of different generations in an organization assist companies the knowledge to better understand their current workface. By doing this, organizations can create a more enjoyable place for each generations in a workplace for higher productivity.

5.2. Limitations of the Study

There are quite a few limitations to this research. The first limitation relates to the assumptions made about generations using age groups. The study did not have an exact representation of each generational cohort, which made it challenging to interpret results for Ethiopian respondents. In addition, since the composition of each generational group sample is not equal, results from the study should be understood and interpreted with caution. In order to minimize this challenge, the answers of respondents were grouped by adopting the age grouping technique by Strauss and Howe (1991). As a result the answer from the respondents was categorized as members of age group within <=24 years, 25-39 years, 40-59 years and >60 years.

The second limitation relates to the fact that sample for this research was dominated by male respondents. It is an indicator of the gender composition for the industries this study took place.

Future researches can take the above limitations into consideration and achieve an improved understanding about generational differences.

5.3. Recommendation

Similar research is suggested in the future at different sites so that the findings of this study and future findings can give insights to the relationship between generational categories and work place behaviors. The scope for future investigation can be maximized letting researchers take a larger sample size and apply the results for real life. The findings of future research can also be explaining according to age group, gender, educational background and work experience of employees.

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Appendices

Appendix 1: Questionnaire

St. Mary's University

School of Graduate Studies(MBA)

Workplace Ethics across Different Generations in Addis Ababa

Acknowledgement to the respondent

Hereby, I would like to express our gratitude for your dedicated cooperation. Had it not been your genuine cooperation of filling this questionnaire, it would have not been to conduct this term paper.

The main purpose of this research is to investigate the major characteristics that make younger generations from their seniors in a workplace, and the ethical practices for each generation will be investigated.

This questionnaire is conducted for the purpose of education. Therefore, I assure you that the information obtained from this questionnaire will be kept confidential and will not be transferred to other for any other purpose. You feel free to verify these statements from us personally. For other questions pertaining to this term paper, please contact the university's student support services office Tel: 0115524503.

With regards,

Bethlehem Nessibu

This questionnaire is organized for a thesis research and respondents are requested to read the questions and write their opinions accordingly.

Age - (A)

<=24	25-39	40-59	>60

Gender – G

M	F

Work Experience (W)   <=1years ☐   2-5years ☐   6-10 years ☐   11-15years ☐

16-20 years ☐   21-25 years ☐   26-30 years ☐   >31 years ☐

For each statement, mark the column that best describes you in your workplace. Please answer questions as they exist objectively (rather than how you think they should be).

1= Not at All (strongly disagree), 2= Rarely (disagree), 3= Sometimes (Neutral), 4=Often (agree), 5= Very Often (strongly agree)

I - Interactive Style

1. **I1**: I prefer to work my own (individually) | 1 | 2 | 3 | 4 | 5 |
2. **I2**: I am a team player | 1 | 2 | 3 | 4 | 5 |
3. **I3**: I prefer to have regular meetings | 1 | 2 | 3 | 4 | 5 |
4. **I4**: I prefer to be participative | 1 | 2 | 3 | 4 | 5 |

C – Communication Style

1. **C1**: I prefer a formal communication style | 1 | 2 | 3 | 4 | 5 |
2. **C2**: I prefer to communicate/discuss in person | 1 | 2 | 3 | 4 | 5 |
3. **C3**: I prefer to communicate in a phone | 1 | 2 | 3 | 4 | 5 |
4. **C4**: I prefer to communicate via social media/email | 1 | 2 | 3 | 4 | 5 |

| 1 | 2 | 3 | 4 | 5 |

5. **C5**: I prefer to communicate immediately/ as soon as possible

F – Feedback and reward

1. **F1**: I think no news is good news about the work I did | 1 | 2 | 3 | 4 | 5 |
2. **F2**: I will be satisfied if I did my work well | 1 | 2 | 3 | 4 | 5 |
3. **F3**: Money will motivate me to work harder | 1 | 2 | 3 | 4 | 5 |
4. **F4**: Title recognition will motivate me to work harder | 1 | 2 | 3 | 4 | 5 |
5. **F5**: I don't want to be interrupted while I am working | 1 | 2 | 3 | 4 | 5 |
6. **F6**: Freedom is the best reward in a workplace | 1 | 2 | 3 | 4 | 5 |
7. **F7**: I prefer to get feedback whenever I want it, as soon as possible | 1 | 2 | 3 | 4 | 5 |
8. **F8**: I prefer my work to be meaningful | 1 | 2 | 3 | 4 | 5 |

M – Messages that motivate

1. **M1**: If my experience is respected it would motivate me | 1 | 2 | 3 | 4 | 5 |
2. **M2**: If someone told me if I am valued and needed it would motivate me to work harder | 1 | 2 | 3 | 4 | 5 |
3. **M3**: If I have freedom to do it my way forgetting the rules it will motivate me | 1 | 2 | 3 | 4 | 5 |
4. **M4**: If I am told that I am going to be working with other bright, creative people it will motivate me to do more | 1 | 2 | 3 | 4 | 5 |

EV- Work ethics and value

1. **EV1**: I respect authority | 1 | 2 | 3 | 4 | 5 |
2. **EV2**: I sacrifice my own benefit to my organization | 1 | 2 | 3 | 4 | 5 |
3. **EV3**: I text/chat with friends & family at work in working hours | 1 | 2 | 3 | 4 | 5 |
4. **EV4**: I am flexible to change | 1 | 2 | 3 | 4 | 5 |
5. **EV5**: I am loyal to my organization | 1 | 2 | 3 | 4 | 5 |
6. **EV6**: I am respectful to other employees | 1 | 2 | 3 | 4 | 5 |
7. **EV7**: I lie to stay home from work | 1 | 2 | 3 | 4 | 5 |
8. **EV8**: I keep the secret of my organization | 1 | 2 | 3 | 4 | 5 |
9. **EV9**: I kept the secret of the customer | 1 | 2 | 3 | 4 | 5 |
10. **EV10**: I use the organization's resources for personal use (Phone, take company stationary at home, etc.) | 1 | 2 | 3 | 4 | 5 |
11. **EV11**: I prioritize duty before fun | 1 | 2 | 3 | 4 | 5 |
12. **EV12**: I adhere the rules | 1 | 2 | 3 | 4 | 5 |
13. **EV13**: I am workaholic | 1 | 2 | 3 | 4 | 5 |

| 1 | 2 | 3 | 4 | 5 |

14. **EV14**: I work efficiently

15. **EV15**: I want recognition for the work I do | 1 | 2 | 3 | 4 | 5 |

16. **EV16**: I prefer to work independently (by myself) | 1 | 2 | 3 | 4 | 5 |

17. **EV17**: I want structure and direction to do my job | 1 | 2 | 3 | 4 | 5 |

18. **EV18**: I am skeptical (doubtful) | 1 | 2 | 3 | 4 | 5 |

19. **EV19**: I am tolerant | 1 | 2 | 3 | 4 | 5 |

20. **EV20**: I always look for the next thing in my work (what's next) | 1 | 2 | 3 | 4 | 5 |

21. **EV21**: I prefer to multitask that do a single task (multitasking) | 1 | 2 | 3 | 4 | 5 |

22. **EV22**: I am stubborn | 1 | 2 | 3 | 4 | 5 |

23. **EV23**: I am entrepreneurial | 1 | 2 | 3 | 4 | 5 |

24. **EV24**: I am goal oriented | 1 | 2 | 3 | 4 | 5 |

25. **EV25**: I am committed to my organization | 1 | 2 | 3 | 4 | 5 |

26. **EV26**: I think of my organization as my own | 1 | 2 | 3 | 4 | 5 |

Appendix 2

Table 24 Multiple comparison

Dependent Variable	(I) A	(J) A	Mean Difference (I-J)	Std. Error	Sig.
I respect authority	<=24	25-39	.56805*	.06252	.000
		40-59	.27951*	.08133	.002
	25-39	<=24	-.56805*	.06252	.000
		40-59	-.28854*	.06938	.000
	40-59	<=24	-.27951*	.08133	.002
		25-39	.28854*	.06938	.000
I sacrifice my own benefit to my organization	<=24	25-39	.84718*	.08692	.000
		40-59	.67665*	.11307	.000
	25-39	<=24	-.84718*	.08692	.000
		40-59	-.17053	.09645	.181
	40-59	<=24	-.67665*	.11307	.000
		25-39	.17053	.09645	.181
I text/chat with friends & family at work during working hours	<=24	25-39	.01681	.12137	.989
		40-59	-.39230*	.15789	.035
	25-39	<=24	-.01681	.12137	.989
		40-59	-.40911*	.13468	.007
	40-59	<=24	.39230*	.15789	.035
		25-39	.40911*	.13468	.007
I am flexible to change	<=24	25-39	.09205	.09420	.592
		40-59	.76542*	.12254	.000
	25-39	<=24	-.09205	.09420	.592
		40-59	.67337*	.10453	.000
	40-59	<=24	-.76542*	.12254	.000
		25-39	-.67337*	.10453	.000
I am loyal to my organization	<=24	25-39	-.42622*	.09622	.000

		40-59	-.79215*	.12516	.000
	25-39	<=24	.42622*	.09622	.000
		40-59	-.36593*	.10676	.002
	40-59	<=24	.79215*	.12516	.000
		25-39	.36593*	.10676	.002
I am respectful to other employees	<=24	25-39	.98394*	.06822	.000
		40-59	.64618*	.08875	.000
	25-39	<=24	-.98394*	.06822	.000
		40-59	-.33775*	.07570	.000
	40-59	<=24	-.64618*	.08875	.000
		25-39	.33775*	.07570	.000
I lie to stay home from work	<=24	25-39	-1.98918*	.07512	.000
		40-59	-.72552*	.09772	.000
	25-39	<=24	1.98918*	.07512	.000
		40-59	1.26366*	.08336	.000
	40-59	<=24	.72552*	.09772	.000
		25-39	-1.26366*	.08336	.000
I keep the secret of my organization	<=24	25-39	.52490*	.06795	.000
		40-59	1.16362*	.08839	.000
	25-39	<=24	-.52490*	.06795	.000
		40-59	.63872*	.07540	.000
	40-59	<=24	-1.16362*	.08839	.000
		25-39	-.63872*	.07540	.000
I kept the secret of the customer	<=24	25-39	.35528*	.08312	.000
		40-59	.21197	.10812	.123
	25-39	<=24	-.35528*	.08312	.000
		40-59	-.14330	.09223	.267
	40-59	<=24	-.21197	.10812	.123
		25-39	.14330	.09223	.267
I use the organization's resources	<=24	25-39	-1.22369*	.09101	.000

for personal use (Phone, take company stationary at home, etc.)		40-59	-.88324*	.11839	.000
	25-39	<=24	1.22369*	.09101	.000
		40-59	.34045*	.10098	.002
	40-59	<=24	.88324*	.11839	.000
		25-39	-.34045*	.10098	.002
I prioritize duty before fun	<=24	25-39	.90817*	.09744	.000
		40-59	-.18461	.12675	.313
	25-39	<=24	-.90817*	.09744	.000
		40-59	-1.09279*	.10812	.000
	40-59	<=24	.18461	.12675	.313
		25-39	1.09279*	.10812	.000
I adhere the rules	<=24	25-39	-.42919*	.07141	.000
		40-59	-.26615*	.09290	.012
	25-39	<=24	.42919*	.07141	.000
		40-59	.16305	.07924	.099
	40-59	<=24	.26615*	.09290	.012
		25-39	-.16305	.07924	.099
I am workaholic	<=24	25-39	.86973*	.08289	.000
		40-59	.61654*	.10783	.000
	25-39	<=24	-.86973*	.08289	.000
		40-59	-.25319*	.09198	.017
	40-59	<=24	-.61654*	.10783	.000
		25-39	.25319*	.09198	.017
I work efficiently	<=24	25-39	-.24486*	.04691	.000
		40-59	-.20289*	.06102	.003
	25-39	<=24	.24486*	.04691	.000
		40-59	.04196	.05205	.699
	40-59	<=24	.20289*	.06102	.003
		25-39	-.04196	.05205	.699
I want recognition for the work I	<=24	25-39	-.08012	.06364	.419

do		40-59	-.27657*	.08278	.003
	25-39	<=24	.08012	.06364	.419
		40-59	-.19645*	.07061	.015
	40-59	<=24	.27657*	.08278	.003
		25-39	.19645*	.07061	.015
I prefer to work independently (by myself)	<=24	25-39	.39458*	.06147	.000
		40-59	.33640*	.07996	.000
	25-39	<=24	-.39458*	.06147	.000
		40-59	-.05818	.06821	.670
	40-59	<=24	-.33640*	.07996	.000
		25-39	.05818	.06821	.670
I want structure and direction to do my job	<=24	25-39	-.79828*	.10296	.000
		40-59	-.25636	.13394	.135
	25-39	<=24	.79828*	.10296	.000
		40-59	.54192*	.11425	.000
	40-59	<=24	.25636	.13394	.135
		25-39	-.54192*	.11425	.000
I am skeptical (doubtful)	<=24	25-39	.34237*	.09554	.001
		40-59	.70759*	.12429	.000
	25-39	<=24	-.34237*	.09554	.001
		40-59	.36522*	.10602	.002
	40-59	<=24	-.70759*	.12429	.000
		25-39	-.36522*	.10602	.002
I am tolerant	<=24	25-39	-.03540	.07933	.896
		40-59	-.33766*	.10320	.003
	25-39	<=24	.03540	.07933	.896
		40-59	-.30226*	.08803	.002
	40-59	<=24	.33766*	.10320	.003
		25-39	.30226*	.08803	.002
I always look for the next thing in	<=24	25-39	1.2545*	.0905	.000

my work (what's next)		40-59	1.5573[*]	.1177	.000
	25-39	<=24	-1.2545[*]	.0905	.000
		40-59	.3028[*]	.1004	.007
	40-59	<=24	-1.5573[*]	.1177	.000
		25-39	-.3028[*]	.1004	.007
I prefer to multitask that do a single task (multitasking)	<=24	25-39	.61778[*]	.08951	.000
		40-59	.48575[*]	.11644	.000
	25-39	<=24	-.61778[*]	.08951	.000
		40-59	-.13203	.09933	.379
	40-59	<=24	-.48575[*]	.11644	.000
		25-39	.13203	.09933	.379
I am stubborn	<=24	25-39	.39675[*]	.08127	.000
		40-59	1.04081[*]	.10572	.000
	25-39	<=24	-.39675[*]	.08127	.000
		40-59	.64406[*]	.09018	.000
	40-59	<=24	-1.04081[*]	.10572	.000
		25-39	-.64406[*]	.09018	.000
I am entrepreneurial	<=24	25-39	-.93165[*]	.06139	.000
		40-59	-.85942[*]	.07986	.000
	25-39	<=24	.93165[*]	.06139	.000
		40-59	.07223	.06812	.539
	40-59	<=24	.85942[*]	.07986	.000
		25-39	-.07223	.06812	.539
I am goal oriented	<=24	25-39	-.17838[*]	.05655	.005
		40-59	-.06392	.07356	.660
	25-39	<=24	.17838[*]	.05655	.005
		40-59	.11446	.06274	.162
	40-59	<=24	.06392	.07356	.660
		25-39	-.11446	.06274	.162
I am committed to my	<=24	25-39	.26059	.12987	.111

organization		40-59	-.45119[*]	.16893	.021
	25-39	<=24	-.26059	.12987	.111
		40-59	-.71178[*]	.14410	.000
	40-59	<=24	.45119[*]	.16893	.021
		25-39	.71178[*]	.14410	.000
I think of my organization as my own	<=24	25-39	1.10537[*]	.08737	.000
		40-59	.09754	.11365	.667
	25-39	<=24	-1.10537[*]	.08737	.000
		40-59	-1.00783[*]	.09694	.000
	40-59	<=24	-.09754	.11365	.667
		25-39	1.00783[*]	.09694	.000