MULTIGENERATIONAL WORKFORCE

SATISFACTION: RELATIONSHIP BETWEEN

GENERATIONAL COHORTS AND EMPLOYEE

ENGAGEMENT

By

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Abstract: Generational issues in the workplace have been compounded recently due to the increase in the number of generational cohorts working together in higher education. Analysis of the relationships between generational cohort, job satisfaction and employee engagement may contribute to a more engaged and productive work environment and was the purpose of this study. 760 full-time faculty and staff at a research-1 public institution in the south were surveyed to determine levels of engagement, job satisfaction and generational cohort. The findings of this study concluded that engagement is relatively high at this institution. There are four distinct generations at this university, which is consistent with the literature. Employee job satisfaction was high and independent of generational cohort. Employee tenure was directly related to generational cohort, it was related to absorption and vigor on the engagement scale but not to dedication.

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CHAPTER I

INTRODUCTION

Introduction and Researcher's Perspective

The climate of higher education has changed dramatically over the last several years with the changing life cycle as the nation's population ages, and this change has shifted the stages in which students attend college and ultimately join the workforce (Yankelovich, 2005). In part this change is a necessary aspect of the organizational shift needed to ensure higher education is adjusting and responding to changes in the academic and real world settings. The change has also occurred due to the changing faculty and staff being hired in higher education. In the new higher education workforce, multiple generations are working side by side in the classroom and on the campus, and older generations are working longer and combining more extensively with younger ones than previous generations (Schaufeli & Bakker, 2004). To effectively handle a multigenerational workforce, today's leaders need to be able to identify and understand the relationship between generational cohorts and how they engage in the workplace and maintain a high level of job satisfaction.

As a working professional in the Human Resources field in higher education, the researchers' experience brought to light the generational issues as they relate to engagement in the higher education workforce. Experiencing the challenges that occur in the classroom, as well as in the office, when four distinct generational groups are brought together to work toward of common goal of educating students provided an impetus for this study. Impetus was also provided by the researcher's professional interest and the desire to explore ways to improve and build on these relationships between employees' generational cohort; how much vigor, dedication and absorption they have for their work; and how satisfied they are in the workplace.

This study examined the relationships among generations in the higher education workplace, and how they perceived employee engagement. This research was grounded theoretically in engagement theory as defined by Khan (1990) and further developed by Schaufeli and Baker (2004); Maslow's (1943) hierarchy of needs; and Herzberg's (1959) motivation-hygiene theory. It was the researcher's working hypotheses that relationships inherent in these theories can help leaders in higher education understand how the three theories affect different generational cohorts and their workplace satisfaction.

Statement of the Problem

The problem for this study was that it is not well understood how employee engagement and job satisfaction relate to multiple generations in the higher education workplace. The problem is exacerbated by the fact that within higher education currently faculty and staff are delaying retirement and staying in the workforce longer (June, 2011). This employment longevity can relate to a number of factors including improving health outcomes for older workers; financial considerations due to current economic environment;

and increased flexibility in how faculty and staff can manage the workload (June, 2011). The effects of workplace longevity on the traditionalist and baby boomer generations in the workforce needs to be researched in order to recognize and identify ways in which these generational cohorts may work together with the other two younger generational cohorts currently in the workforce. Analysis of the relationships between generational cohort and job satisfaction may contribute to a more engaged and productive work environment for all employees in higher education.

Purpose of the Study

The purpose of this research was to identify and describe the relationships among employees' generational cohort, employee engagement, and job satisfaction in the higher education environment. In using this approach to identify relationships among these factors, information could be obtained that would be beneficial in improving employee engagement and job satisfaction by understanding the management approaches needed to engage different generations in the workplace, both individually and across various generational cohorts. This study will help determine how many generational cohorts are in the workforce currently, which cohorts prefer to work together, how engaged they are in the workplace.

Research Questions

The purpose of this study was to identify and describe the relationships among the different generations in the higher education work context and identify approaches necessary to ensure all generations in this workplace are engaged and satisfied.

To fulfill this purpose, the following specific research questions will be addressed:

RQ1: How does the faculty and staff's identified generational cohort relate to employee engagement scores?

RQ2: How does the faculty and staff's identified generational cohort relate to job

satisfaction?

RQ3: How does the identified generational cohort of faculty and staff relate to the

generational cohort with which they prefer to work?

RQ4: Are there relationships among generational cohort, employee engagement, job

satisfaction and how long faculty and staff members have been employed by the

University?

Table 1 summarizes this study's research questions, data sources and data analysis

techniques.

Table 1

Research Questions, Data source and planned analysis.

Research Questions	Data Source and Analysis
How does the faculty and staff's identified generational cohort relate to employee engagement scores?	Demographic questions; Likert-like scales on survey questions; analyzed with descriptive statistics and factor analysis.
How does the faculty and staff's identified generational cohort relate to job satisfaction?	Demographic questions; Likert-like scales on survey questions; analyzed with descriptive statistics and factor analysis.
How does the identified generational cohort of faculty and staff relate to which generational cohort with which they prefer to work?	Demographic questions; Likert-like scales on survey questions; analyzed with descriptive statistics, factor analysis, and correlation.
Are there relationships among generational cohort, employee engagement, job satisfaction and how long faculty and staff members have	Demographic questions; Likert-like scales on survey questions; analyzed with descriptive

been employed by the University?	statistics, factor analysis, and linear regression.

Theoretical Framework

The research for this study was framed by and examined the similarities and differences between Maslow's hierarchy of needs and Herzburg's motivator-hygiene theory and how they interact with engagement theory as originally researched by Khan and further developed by Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) focusing on employees' vigor, dedication and absorption. Specifically, the study examined how these theories relate to employee engagement and job performance within the generational cohorts currently working together in the higher education workplace.

Abraham Maslow's theory of motivation (1943, 1954) proposed that "human needs arrange themselves in hierarchies of prepotency....where the appearance of one need usually rests on the prior satisfaction of another, more prepotent need" (1943, p. 370). Malslow's needs hierarchy is a set of five human goals ranging from physiological needs to self-actualization. These needs are related wherein the need not being met becomes the most important need; therefore a person cannot move up to the next level on Maslow's hierarchy without satisfying the need that is most predominant in the person's life at that point in time (1943).

Frederick Herzberg's motivation-hygiene theory, developed with Bernard Mausner and Barbara Bloch Snyderman (1959), describes a popular but controversial theory of employee motivation. Herzburg's motivation-hygiene theory asserts that *motivating factors* are the causation and basis for employees being satisfied in the workplace. Conversely, *hygiene factors* are the cause for employee dissatisfaction in the workplace. Motivating

factors include opportunities for achievement, recognition, interesting work, responsibility and career development. Hygiene factors include unfair or nonexistent company policies, ineffectual supervisors, lack of interpersonal relations with coworkers, salary issues, and job insecurity (Herzburg, 1982).

Employee engagement theory was first discussed in the literature by Khan (1990) who suggested that engagement involves "the harnessing of organizational members' selves to their work roles; in engagement people employ and express themselves physically, cognitively, and emotionally during role performances" (p. 694). By contrast, disengagement involves an extrication of organizational members' selves from their work roles. "In disengagement, people withdraw and defend themselves physically, cognitively, or emotionally during role performances" (p. 695).   Kahn further noted that, "Personal engagement is the simultaneous employment and expression of a person's 'preferred self' in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, and emotional), and active, full role performances" (p. 700). Each of these theory pillars for this study is discussed in more detail in Chapter II.

Engagement can be defined as a separate construct entailing a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption (Demerouti et al., 2001). High levels of energy and the willingness to invest in work define *vigor*. *Dedication* is characterized as feelings of enthusiasm, pride, and inspiration about one's job. *Absorption* means being so engrossed in work that the time passes quickly and other things do not matter (Schaufeli & Bakker, 2004).

These three areas of engagement – vigor, dedication and absorption – define an employee's motivation, both intrinsically and extrinsically. This theory of engagement and

motivation aligns with the satisfaction theories of both Maslow and Herzburg based on the related research of both external and internal motivating factors and employee engagement as they relate to job satisfaction and performance. It was the working hypothesis for this study that the characteristics of generations influence and modify engagement. Job engagement and satisfaction were hypothesized to influence job performance, specifically, to increase extra-role performance. The assessment of job performance was beyond the scope of this study, but was included in the conceptual framework as the topic for further research. The theoretical and conceptual framework for the study is represented in Figure 1.

Figure 1

Theoretical/Conceptual framework for the study.

Higher Education Engagement

Generations Theory (Cohort Characteristics)

| Traditionalist |

| Baby Boomer |

| Generation X |

| Generation Y |

Generational Levels of Employee Engagement

VIGOR

DEDICATION

ABSORPTION

(Engagement Theory)

Generational Levels of Job Satisfaction

(Maslow's Hierarchy of Needs Theory)

(Herzburg's Motivator-Hygiene Theory)

Generational Levels of

Job Performance

In-Role Behaviors

Extra-Role Behaviors

(For Future Research)

Overview of the Study

This study was descriptive and used online survey methods to address the research questions of the study. The sample of 760 was derived from 4,418 benefits-eligible faculty and staff from the University of Arkansas-Fayetteville. The survey was emailed to all of the benefits-eligible faculty and staff employed at the time of the survey.

The survey was created using a combination of a reliable and valid survey originally developed by Utrecht University and used in several studies focusing on employee engagement with additional questions. Demographic questions, generational cohort questions and a single job satisfaction question relating to the survey were added. These additional questions were developed by the researcher.

The data was collected via online the survey tool, Qualtrics, utilized through the Oklahoma State University College of Education. The data was then transferred from Qualtrics to SPSS version 9 statistical software to develop the findings discussed in Chapter IV.

Definitions of Key Terms

Conceptual definitions.

Absorption: One of the three ways in which employee engagement is measured by focusing on being completely and happily consumed by work and not wanting to detach from the work because time passes so quickly and everything else is forgotten (Schaufeli, 2009).

Dedication: One of the three ways in which employee engagement is measured by describing the sense of significance, enthusiasm and pride an employee has in the job.

Dedication also describes the feeling of inspiration and challenge an employee feels by work (Schaufeli, 2009).

Vigor: One of the three ways in which employee engagement is measured by describing high levels of energy and resilience, the willingness to invest effort, not being easily fatigued, and persistence in the face of workplace difficulties (Schaufeli, 2009).

Engagement: A separate construct representing a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption (Demerouti et al., 2001).

Needs: Used by Maslow to refer to a hierarchy of the physiological, safety, love, esteem   and self-actualization necessities (Maslow, 1943).

Generational Cohort: The age group in which employees are categorized both by age and identity (Strauss & Neil, 1991).

Employee motivation: The components of Herzberg's motivator-hygiene theory that represent the causation and basis for employees being satisfied in the workplace (Herzberg, et al, 1959).

Employee hygiene: The components of Herzburg's motivator-hygiene theory that represent the cause for employee dissatisfaction in the workplace (Herzberg, et al, 1959).

Traditionalist: The generation born between 1922 and 1945; also known as the Greatest Generation (Zemke, 2000).

Baby Boomer: The generation born between 1946 and 1964; the largest generation born after World War II (Zemke, 2000).

Generation X: The generation born between 1965 and 1983; the smallest generation (Zemke, 2000).

Generation Y: The generation born between 1984 and 2002; also known as Millennial

  (Zemke, 2000).

Operational definitions.

Employee Engagement: Construct measured by the Utrecht Work Engagement Scale

  (Schaufeli, 2009).

Identified Generational Cohort: The age group in which employees identified themselves to

  be a member of, measured by the answer to the multiple choose question on the

  survey.

Job Satisfaction: The components of Maslow's hierarchy of needs (Maslow, 1942).

Demographics: Data gathered from survey respondents including age, gender, job title and

  job department in which the employee works.

Faculty: Employees working full-time within the University of Arkansas Fayetteville campus

  with the job classification of instructor, assistant professor, associate professor, or

  professor with or without modifiers to the job title.

Staff: Employees working full-time as any job classification except faculty titles within the

  University of Arkansas-Fayetteville campus in both classified and non-classified

  positions.

Higher Education Setting: University of Arkansas Fayetteville campus, located in Northwest

  Arkansas. The University of Arkansas in Fayetteville is the flagship campus of the

  University of Arkansas system. The student population is 26,800 with 4,418 full-time

  faculty and staff.

Area in which Employees Work: The department that survey participants identify as their

  place of work.

Limitations, Delimitations, and Assumptions of the Study

Limitations.

1. Due to the expense of using the Gallup employee engagement survey, the researcher chose to use the Utrecht Engagement Scale instead, which was a no-cost alternative offered by the Gallup Corporation. The Gallup poll was developed in the English language and has been used in numerous research projects in the United States. Not using this survey may have provided results that would have been different from those collected by using the Utrecht Workforce Engagement Scale survey.

2. The Utrecht Work Engagement Scale survey, which was originally written in the Dutch language, may have resulted in the participants experiencing some difficulty with certain aspects of the translation of the questions to English. The instrument was trialed before use in this study, but it cannot be guaranteed that translation issues did not occur. If they did occur, this may have affected findings in ways unknown to the researcher.

3. The researcher has over 10 years' experience in higher education human resources, working in regional university settings as well as larger research institutions. This experience in dealing with generational issues with both faculty and staff in higher education may have influenced or biased the researcher toward certain assumptions on the issues that were researched for this study. The researcher made every effort to ensure these biases and assumptions do not affect the outcome of the survey data.

4. The survey was sent to participants from an Office of Human Resources email and may have influenced the number of responses or the nature of the responses from the participants.

Delimitations.

1. The researcher did not survey any part-time faculty or staff for this survey in order to ensure consistency in the type of participant and control this factor as a potential variable. Generalization should not be made to that population.

2. The survey was limited to those faculty and staff in full-time positions at the University of Arkansas and results should not be assumed to apply to other populations. The University of Arkansas is a Carnegie-classified research-1 institution and the results of the survey may differ greatly for those populations at smaller or larger institutions.

Assumptions.

1. The researcher assumed that when the study was conducted the participants understood the survey questions.

2. The researcher assumed that when the study was conducted the participants answered all questions fully, and honestly with accurate representations of their opinions, perceptions and thoughts.

3. The researcher assumed that the participants understood the terms used for generational cohorts and accurately identified to which cohort they belonged.

4. The study was based on the information given by the participants and was limited to the extent they were comfortable, responding honestly and openly to the survey questions. It was assumed participants answered honestly and accurately; to the extent this assumption was false, the findings may be inaccurate.

Significance of the Study

The significance of this research was its potential to assist human resource professionals and administrative leaders in higher education to understand the motivators to faculty and staff engagement in higher education. In a study done by the Gallup Corporation (Rath & Harter, 2011) researchers found that increased employee engagement increases work production and satisfaction, allowing employees to accomplish more and feel better about their work and themselves. The Gallup research focused on how for-profit companies can increase engagement to increase overall production, growth, and increased profits. The higher education environment would benefit from a similar study focusing on increasing engagement for overall job satisfaction that may also increase student satisfaction.

The study focused on engagement research that could be beneficial to a higher education field that is endeavoring to improve employee engagement and job satisfaction as it relates to generational cohorts. By the year 2050 Henderson and Provo (2006) predicted there will be five generations in the workplace. Mangers, supervisors and higher education administrators need to be prepared to change and adapt to a workforce that is increasingly diverse in generations, age, and different ways in which the generations feel engaged. This research study focused on these factors within the higher education environment and built on current research being done in this area and the empirical knowledge base of the field.

CHAPTER II

REVIEW OF LITERATURE

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a theory of motivation that Maslow researched

and published to further the study of how humans are motivated by different need levels

(1943). This theory of human motivation states that at the core of human desires are

physiological needs. These can be described as the basic needs for survival, food, water,

breathing, and sex; they are what Maslow referred to as *basic needs*. Maslow posited that

if a person is missing these basic needs, all other needs will either be pushed to the

background or considered non-existent until these basic needs are met. The needs listed

in Maslow's first level are not necessarily seen in the workplace, as it would be difficult

for an employee to function at work if these basic needs were not already being met.

Maslow's (1943) second level in his hierarchy of needs motivation theory is

safety needs, which can be described as those needs related to the security of a person's

body, employment, family, health, and property. Adults have little awareness of safety

needs until they are threatened or in an emergency situation (1943). Safety needs in the

workplace are associated with employees feeling protected and free from fear in order to experience workplace success.

As physiological and safety needs are met, Maslow's (1943) hierarchy theorizes that the person then begins to work toward the need for *love, affection, and belonging*. Maslow stated that people seek to overcome feelings of loneliness and alienation by both giving and receiving love and affection. A person who reaches this level of need longs to have a sense of place, a sense of belonging to a larger group, and they will strive with great intensity to achieve this goal (1943). In the workplace, love and belonging are associated with having a friend at work, and research shows this improves employee productivity and engagement (Rath, 2011).

Esteem needs are the next area in Maslow's (1943) theory of motivation, and are described as the need both for self-esteem and to feel esteem from others. Esteem needs can be described as both a desire for strength, achievement, adequacy, and confidence and also for independence. These needs can also be expressed as a desire to be seen as a person of prestige and importance, a person with a good reputation in the eyes of others. Maslow stated this level is important not just for how people view themselves but also how other people view the individual (1943). In the workplace, esteem needs are associated with being recognized individually for good work and for working on a team with other employees that are being recognized for performing well (Rath, 2011).

The last level in the pyramid of Maslow's hierarchy is *self-actualization*. Only after all the other hierarchical needs are met does the need for self-actualization manifest. Maslow described this as a person's need to be and do what they were *born to do*. A person will sense that something is lacking, or he/she possesses a need that cannot be

easily explained. Often, though not always evident, this is the need for self-actualization (1943).

Maslow's hierarchy of needs, while specifically discussing individual psychological and physiological needs, can be translated into the needs of employees in the workplace. Employees will not be able to meet their full potential in the workplace until they feel that their safety and security needs are met, until they feel they are part of the larger picture and feel they have been recognized for the job they do and the part they play in the success of the overall company (Rath, 2011). This premise was a basis in the working hypothesis for this study.

Herzburg's Motivation-Hygiene Theory

Herzberg's *The Motivation To Work* (1959) is a seminal work describing how employees are motivated in different ways within a workplace environment. The motivation-hygiene theory (Herzberg, 1964, 1987, 1991; Herzberg, Mausner, & Snyderman, 1959) is a theory in which the assumptions about an employee's job satisfaction are challenged. Essentially, Herzberg's theory maintained that pay contributes little to what motivates and satisfies an employee overall. What leads to greater job satisfaction is the employee's need to grow psychologically and their interpersonal relationships which are more likely to lead to job dissatisfaction than satisfaction.

After 30 years of debate and discussion about the relevance of this theory, fresh research in the area of positive psychology done by Seligman and Cskidszentmihalyi (2000) was found to be consistent with the original tenets of motivation-hygiene theory. Herzberg's theory states that a person, or an employee in the case of current workplace

research, demonstrates that variables contributing to satisfaction differ from the variables that contribute to dissatisfaction. His research on this theory found that factors or themes of the stories about satisfaction were not the same themes as those involving dissatisfaction (Herzburg, et al, 1959).

As an example, the themes describing employee dissatisfaction involved bad or poor company policy; however, the stories or themes describing employee satisfaction did not reference good or positive company policy. The themes that described satisfaction centered on achievement, yet the stories about dissatisfaction did not include failure. Thus, Herzberg's theory demonstrated that satisfaction and dissatisfaction are not two sides of the same coin, but rather two different and unique coins (Herzburg, et al, 1959).

Herzberg (1959) identified themes or stories about satisfying incidents that he named *motivator factors*. The term *motivators* explained the relevance to self-direction and productivity, which a supervisor or the company as a whole would view as employee motivation.

The themes or stories involving dissatisfaction, Herzberg termed *hygiene factors*. His research (1959, 1964, 1987, 1991) determined that fair pay, good interpersonal relations, fair policies and good working conditions, while not providing long-term employee satisfaction, do prevent dissatisfaction. Thus, Herzberg proposed two dimensions to his theory: satisfaction-no satisfaction and dissatisfaction-no dissatisfaction. He asserted that motivator factors contribute to the experience of satisfaction-no satisfaction while hygiene factors contribute to the experience of

dissatisfaction-no dissatisfaction (1959).

Maslow, Herzburg, and Engagement Integration

Maslow and Herzburg's theories are similar in that they both assume that needs affect behavior in an employee as well as in any individual. Herzburg's hygiene needs can be compared to the first two levels on Maslow's hierarchy triangle, which include both physiological needs and safety needs. This is due in part to Herzburg's theory that hygiene needs encompass fair pay, good interpersonal relations, and safe working conditions that prevent dissatisfaction but do not necessarily produce satisfaction (Herzburg, 1959; Maslow, 1943).

The difference in the two theories rests primarily in the way in which they interpret how needs are fulfilled and what happens once a particular need is fulfilled. Maslow's theory of needs hierarchy (1943) asserts that once a need is met the higher or next level of need becomes greater; therefore the person will strive to meet that next level of need. Maslow hypothesized that a satisfied need is no longer a motivation except as it relates to achieving self-actualization; thus all needs are motivators at various times throughout a person's life. The hierarchies of needs relate to all worker levels and affect performance based on the person wanting to meet unsatisfied needs. Herzburg's motivation-hygiene theory (1959) has no hierarchy, but is rather a linear model of satisfaction-no satisfaction and dissatisfaction-no dissatisfaction. In contrast, Herzberg posited that only some needs are motivators, including hygiene needs. Pay is not considered a motivator under Herzburg's theory (1959) that holds a micro view of motivation, whereas Maslow's is a macro view.

Generational Cohorts

Generational issues in the workforce have been a topic of research projects and papers over the last decade (Barford & Hester, 2011; De Meuse & Mlodzik, 2010; Dols, Landrum, & Wieck, 2010; Helyer & Lee, 2012; Taylor, 2012). As higher education move forward in the new millennium, employee engagement, and job performance within each of the generational cohorts in the workplace today must be managed in a way that encourages collaboration among the cohorts. Callanan and Greenhaus' (2008) argument that studying generational issues in the workplace is vital due to the potential implications for organizational human resource planning as well as overall job performance between each cohort is central to this research.

The four major generations of the twentieth century that have been studied most extensively are: the Greatest Generation, born between 1922 and 1945; Boomers, born between, 1946 and 1964; Generation X known as Xers, born between 1965 and 1983; and Generation Y known as Yers or Millennials, born between 1984 and 2002. Each of these dates is subject to changes based on the perspective of the researcher (Sullivan, Forret, Carraher, & Mainiero 2009).

The *Greatest Generation*, also known as traditionalist, shares a common bond through such experiences as the Great Depression, Pearl Harbor, and World War II. They are characterized by their discipline, sacrifice, and hard work. They also share a strong work ethic, are extremely loyal, and believe in traditional values in the workplace and at home. The Greatest Generation raised their children, the Boomer generation, to believe that anything could be accomplished with hard work and a strong sense of the American Dream (Hankin, 2004).

Managing this generation can be somewhat of a challenge, as they have a tendency to dismiss younger managers as being less than authorities on their jobs and on the company's business process. However, their dependability, ease with customers, and their sense of loyalty are well worth the effort needed to manage this group of employees (Hankin, 2004).

The leadership style of the traditionalist can be described as directive, authoritarian, controlling, somewhat simple, and clear. They have learned to adapt to the more participative nature of management and leadership, however, employees can feel that managers are not fully engaged in the process and are giving lip service to the idea of bringing in other employees to help make decisions and participate in overall company goals (Zemke, et al., 2000).

The future for the traditionalist generation may seem to be in retirement and on the golf course, however with better health, longer life spans and the economic downturn, traditionalist may be looking for different work arrangements. Consequently, employers need to look for ways to reengage this generation of workers, use their knowledge base and loyalty to fill in areas that may have gone unfilled or underutilized (Barford & Hester, 2011).

The *Baby Boomers* share a common bond in their experiences with the Civil Rights Movement, the Women's Movement, the Equal Employment Opportunity Movement, and advances in technology that brought Americans the moon landing. However, these advances were tempered with the disillusionment of the Vietnam War, Watergate, President Nixon's resignation, and the assignations of President John

Kennedy and his brother Robert Kennedy. This brought on a deep distrust of authority and a strong sense of independence (Hankin, 2004).

Managing Baby Boomers can be a difficult task. They believe in themselves and their own ability to manage, and if they feel they are being mismanaged Baby Boomers will be very vocal in criticizing management style. In order to manage, retain, and motivate this generation, managers must let them know they will be valued, and help them find places where they can and will succeed. Baby Boomers want to be recognized as the individuals they are, so managers need to get to know what they value and what is unique about them as employees. They value participative management more than any other generation, so managers should make sure to involve them in the process; otherwise a problem employee can develop (Zemke, et al, 2000).

A Baby Boomer leadership style tends toward the participatory, consensual and democratic. Baby Boomers generally support a completely different management style from what the traditionalists brought to the workforce. They want to bring heart, passion and humanity into the workplace. However, employees that report to Baby Boomer supervisors may find that while their supervisors want to bring a shared purpose to the workplace, this desire does not always come through in their day-to-day management style (Zemke, et al, 2000).

The future of Baby Boomers in the workplace will be dictated by their need for working late in life due to lack of planning for retirement. Additionally, many Baby Boomers are late-in-life parents who will continue to work to provide for children who need insurance, college tuition, and continued educational goals for themselves. They are the true workaholics of all the generations and will strive to find a better work/life

balance as financial needs dictates that they stay in the workforce longer (Zemke, et al, 2000).

Generation X or Xers are the first generation to be born during a time when their parents both worked, were able to use birth control to avoid pregnancy, and are the most likely to have divorced parents. They are the "latchkey" generation that learned to make dinner for themselves and other family members, do their homework without the advantage of someone standing over their shoulder to make sure it was done, and long for a sense of family (Zemke, 2000).

Xers share a common bond with other children of divorce, joint custody, visitation agreements. and weekend fathers. Xers grew up during the Challenger disaster, the fall of the Berlin Wall, and seeing their parents downsized during the 1980s and 1990s. They want and expect a work/life balance that allows them to have a life that extends beyond their employment. While they dislike hierarchy and are distrustful of organizations, they are more loyal to groups and bosses than previous generations. They are also more mobile and prefer to work in informal arrangements. In seeking a sense of family they look for substitutions in the working environment, with groups forming to socialize after hours and on the weekends (Hankin, 2004).

In managing Xers managers need to create a flexible, fun, engaging workplace. While they don't expect to be entertained and engaged every minute they are at work, they value a working environment that allows them to have a variety of projects that are meaningful to the growth and success of the organization. Xers know that change can mean opportunity and will excel at the chance to broaden the scope of their skills and education. They particularly value being able to manage a project without having a

hands-on supervisor; they are effective multi-taskers and can juggle many projects at the same time. The key to these workers is giving them the resources they need to learn a job or task themselves; they will read, run computer programs, listen to videos and engage in training programs to increase their skills and knowledge (Zemke, 2000).

The leadership style of the Xers is still being determined today. Because of the high value they place on work/life balance, they place emphasis on getting the job done without the need for long hours and weekend work. They have planned for retirement and are saving more for retirement than their Boomer parents and don't see Social Security as a viable option as part of their retirement plans. They will need to be mentored through leadership roles that require them to manage traditionalists, Boomers, and Generation Y. In this new management era one thing is certain: Generation X will lead using a variety of skills from the previous generations and with new technology that allows for more time at home, with families, children, and elder parents and grandparents (Hankin, 2004).

Generation Y, Yers, or Millennial, are called by several different names, but they share a common bond over 9/11, the Iraq War, school violence, over-planned calendars, and being connected to technology at all times. They can seem impatient because they are reliant on fast-paced technology. This generation has had the most involved parents that are the most age-diverse group in history. Parents of this generation are highly involved in their lives from starting school to college tours to many parents attending orientations with children at their new workplace. They demand more information and are ready to explain their needs and demands as a new employee (Hankin, 2004; Terjesen, et al., 2007).

In managing this generation it is and will be important to give them structure and discipline. More companies will have to embrace the model of treating employees as customers in order to recruit and retain these highly technologically skilled employees. They will value training and growing their skills, and they respond well to mentoring because many of them have had that type of connection either in high school or college. They want bosses who are knowledgeable about their own jobs and the ones they are managing. Credibility is a way for them to know managers understand what they are trying to accomplish in the workplace. This generation can more easily relate to the Boomer generation than to Generation X (Martin & Tulgan, 2002).

All of these generations bring to the workforce increasingly complex challenges that human resource professionals and educators need to be prepared to manage. Zemke (2000) asserted that in current workplaces much time and energy are focused on how to stay ahead of the economic crises, with management styles being used to motivate employees to achieve more revenue-generating endeavors with fewer and fewer fiscal resources. In order to be successful in the future, managers must manage all four generations to achieve to their highest potential, keeping in mind for one generation that may be an 80-hour work week with little work/life balance, but for another it may mean working a 32-to-40-hour work week by using technology to accomplish the same output in less time (Zemke, 2000).

Generational differences in the workplace have been an issue for the last several years and will continue to be a pressing problem for companies, institutions and organizations (DeMeuse & Mlodzik, 2010). Thus, it is a working proposition for this study that as workplaces and their managers move into the second decade of the 21st

century, the importance of transforming workplaces to adjust to the needs of four contrasting generations will be highly relevant to remain competitive in the global marketplace and for educational institutions to continue to attract students from all four generations into the classroom. This proposition provided impetus for this study.

Each generation of employees comes with a strong sense of common bonds within its cohort that can be used to incorporate training, development, and education opportunities that will allow them to be more competitive and more satisfied within the workplace. These bonds also help to explain to the younger generations with whom they work why individuals from the Greatest Generation value a strong work ethic and why the Great Depression affected them and why this value may affect generational conflict (Strauss & Howe, 1991).

In order to be successful, businesses managers and leaders need to ensure that employees work together effectively. Without understanding the differences among generations, and embracing the strengths and weaknesses that each generation brings to the workplace, employees are unlikely to move past the challenges of multi-generational environments to embrace the opportunities to learn and enhance skills from each other. Continued dialogue and training need to occur in the workplace, continued research on each generation and how they work together needs to continue in the educational field in order for companies to manage the changes that will occur with up to five generations in the workforce in 2050 (DeMeuse & Mlodzik, 2010).

Employee Engagement: Concept and Measurement

The first time employee engagement was referenced in the literature was when Kahn (1990) began researching engagement theory and the extent to which it has affected

employees within the context of human resources. In this dissertation study, engagement was a crucial component, and the focus was specifically on the nature of the relationship between generational cohorts, employee engagement, and job performance.   The employee engagement factors focused on three dimensions, which include vigor, dedication, and absorption, as detailed in the Schaufeli, et al. (2006) work on engagement and measurement.

Engagement can be defined as a separate construct entailing a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption (Demerouti et al., 2001). High levels of energy and the willingness to invest in work define *vigor*. *Dedication* is characterized as feelings of enthusiasm, pride, and inspiration about one's job. *Absorption* means being so engrossed in work that the time passes quickly and other things do not matter (Schaufeli & Bakker, 2004).

The instrument used in this study to measure employee engagement will be the *Utrecht Work Engagement Scale* (UWES) ©. The UWES measures engagement in the three dimensions defined by Schaufeli and Bakker (2004): vigor, dedication, and absorption. Each dimension is measured in the UWES based upon how frequently the respondent reports feeling a specific characteristic at work. The frequency scale is Likert-like with 0 for never, 1 for almost never or a few times a year; 2 for rarely or once a month; 3 for sometimes or a few times a month; 4 for often or once a week; 5 for very often or a few times a week; 6 for always or every day (Schaufeli & Bakker, 2003).

Vigor is measured using six questions that refer to high levels of energy and resilience, the willingness to invest effort, not being easily fatigued, and persistence in the face of workplace difficulties. The six questions are:

1. At my work, I feel bursting with energy.

2. At my job, I feel strong and vigorous.

3. When I get up in the morning, I feel like going to work.

4. I can continue working for very long periods at a time

5. At my job I am very resilient, mentally.

6. At my work I always persevere, even when things do not go well.

Employees who score high in the area of vigor exhibit behavior that includes having high energy, a zest for life and work, and a sense of endurances when working (Schaufeli & Bakker, 2003).

Dedication is measured by five questions that refer to developing a sense of significance from work, and a feeling of enthusiasm and pride in a person's work. These questions also measure a feeling of being inspired and challenged by the work. The five questions are:

1. I find the work that I do full of meaning and purpose.

2. I am enthusiastic about my job.

3. My job inspires me.

4. I am proud of the work I do.

5. To me, my job is challenging.

Employees who score high in the area of dedication identify strongly with their work and find work meaningful, inspiring, and challenging. High scores in this area identify employees who feel enthusiastic about work and are proud of the work being done (Schaufeli & Bakker, 2003).

Absorption is measured using six questions that refer to being completely and totally engrossed in work, to a point that an employee has difficulty detaching from work and time passes by quickly. The six questions are:

1. Time flies when I'm working.

2. When I am working, I forget everything else around me.

3. I feel happy when I am working intensely.

4. I am immersed in my work.

5. I get carried away when I'm working.

6. It is difficult to detach myself from my work.

Employees who score high in the area of absorption are engrossed in the work to the point of immersion and difficulty in detaching from work. Because of this, time goes by very quickly and other things are forgotten (Schaufeli & Bakker, 2003).

The UWES survey has been used in a variety of environments, and in several different countries. Macey and Schneider (2008) described the UWES as one of the few surveys that measure employee engagement with validity and reliability. In 2009, Dutch researchers, Prins, van der Heijden, Hoeskstra-Weebers, Bakker, van de Wiel, Jacobs, and Gazendam-Donofrio, did a study for the Dutch doctors association to explore self-reported errors among residents and physicians, to determine the relationships between these self-reported errors and employee engagement. This was a national study that included all residents and physicians in the Netherlands (*N*=2115). The study showed that highly engaged residents have significantly fewer errors both for inexperience and lack of time. The study further showed vigor and dedication are more strongly related to making fewer errors than the engagement factor of absorption. The UWES was also used

to study engagement and job resources in the practice of dental medicine in Amsterdam (Gorter, Brake, Hoogstraten & Eijkman, 2007). The study (N=632) determined the level of engagement among dentists and how job resources were positively correlated with engagement. The study showed positive correlations with the three engagement factors of vigor, dedication and absorption.

In the United States the UWES was used in a study by Allen and Rogleberg (2013) to describe how manager-led meetings were a context for promoting employee engagement. The study (N=319) validated the researchers hypothesis that psychological meaningfulness, safety, and availability are positively related to employee engagement. Structural equation modeling was used to test the hypothesized model and showed good fit. In 2011, a study was done to compare the UWES with the Shirom-Melamed Vigor Measure (N=382). The researchers found that the UWES was a strong measure of work outcomes. The study further concluded the three-factor model had a more ideal fit than the one-factor model of employee engagement (Wefald, Mills, Smith & Downey, 2011). UWES has been used in the study of work engagement in generational cohorts in rural US hopitals (Havens, Warshawsky & Vasey, 2013). This study (N=747) described staff nurse engagement and identified generational cohort. Correlation and linear regression analyses was used to examine the relationship between engagement, generational cohort, and job resources. The study showed a higher level of engagement in nurses for the dedication and absorption with the lowest level of engagement in vigor. Lower engagement scores were found in the Generation X cohort and the Baby Boomer cohort with higher engagement scores in the Traditionalist and Millennial. The UWES psychometry is valid and detailed in Chapter III.

The Gallup Q12 is an employee engagement survey used by the Gallup

Corporation to measure workforce engagement at the national level across industry. The

survey was developed by Dr. Donald O. Clifton beginning with his research in the 1950's

in studying work and learning environments to determine the factors that enable

employees to continue to be engaged in the workplace (Harter, Schmidt, Agrawal &

Plowman, 2013).   The survey starts with an overall satisfaction question to determine

employee job satisfaction, then the survey respondents are asked to answer 12 specific

questions related to work engagement. Do to copyright issues and the Gallup

Corporations proprietary information the questions may not be reprinted or reproduced

without the consent of the Gallup Corporation, which the researcher was unable to obtain.

While the Gallup survey is widely used in the corporate environment, it was not cost

effective for the researcher to use for this study. The cost of the survey for the University

of Arkansas, Fayetteville would have been approximately $125,000.00 to survey the

faculty and staff of 4,418.

CHAPTER III

METHODOLOGY

General Approach and Research Design

The research design for this study was descriptive and used descriptive statistical data and analysis tools. Salkind (2008) defined descriptive statistics as being used to describe the characteristics of the data collected as well as to organize the data into a manageable data set. Descriptive statistics are used to describe the characteristics of a population or sample on a topic that addresses a particular research question. One purpose of this type of statistic is to describe the opinions and characteristics of a particular population or sample that was surveyed (Urdan, 2010). This study used descriptive survey methodology to address the research questions via an online survey. Online or Internet survey method refers to the data being collected via Internet (Couper, 2004). The advantages of this type of survey include the elimination of mailing and printing costs as well as the ease and relative speed of data collection. The disadvantages relate to access to email and Internet service, in addition to typically lower response rates than those for equivalent paper methods (Fricker & Schonlau, 2002).

Population and Sample

The target population for this study was all full-time, benefits-eligible, faculty and staff currently employed at the University of Arkansas-Fayetteville campus. Benefits-eligible faculty and staff were used to avoid outliers in the data from part-time or temporary employees as well as the ease of contacting full-time faculty and staff through email. Data was collected from the employees, including faculty and staff by giving them the opportunity to respond to an on-line questionnaire that was distributed through the University's email system.

In this research the target population included the four generational cohorts with the highest numbers currently in the workforce today: Traditional, Baby Boomers, Generation X, and Generation Y or Millennial. The survey was sent to all 4,418 full-time, benefits eligible faculty and staff, which represented the target population. A total of 760 online surveys were completed during the two-week window the survey was open for collection. The 760 employees who completed the survey constituted a volunteer convenience sample based on willingness to participate. For the purpose of this study, *population* was defined as the larger group of interest to the researcher that would allow for the study to be generalized. *Sample* is defined as the surveyed smaller group from the larger population that would be representative of the population as a whole (Gay & Airasian, 1996; Salkind, 2008; Urdan, 2010). Selection of the study participants and conduct of the study had prior written approval granted by the University of Arkansas, Fayetteville campus, Institutional Review Board (Appendix A) and the Oklahoma State University, Stillwater, Institutional Review Board (Appendix B).

Instrumentation

The online survey used in this study had two major components:

1. A demographic section that obtained data on participants' general characteristics, generational cohort, identity and preference, and general job satisfaction.

2. The 17-item UWES to evaluate employee engagement.

A copy of the entire online survey is presented in Appendix C.

Employee Demographics, Characteristics, and Satisfaction

The demographics of the 760 employees were obtained through questions at the beginning of the online survey. The employee's year of birth was requested to ensure the researcher was able to verify age. Additionally, a brief statement was added that described each generational cohort and the identifying features most noted for those generations. The 760 employees were asked with which generational cohort they most identified. Finally, the 760 employees asked to identify the generational cohort with which they preferred to work.

The employees who responded to the survey and made up the volunteer convenience sample were then asked a one question, 7-point Likert-like scale question on job satisfaction. The researcher developed this question as a way to determine how satisfied employees were within their current job. There were no other indicators asked regarding job satisfaction. In addition to job satisfaction the survey also asked how long the subjects had worked for the University of Arkansas, Fayetteville, in increments of 5 years, starting with 0-5 and moving to 21+ years of working for the University.

Employee Engagement and the Psychometry of the UWES

Development of the original UWES survey resulted in a 24-item questionnaire that focused on two engagement factors: vigor and dedication. Psychometric evaluation with two separate samples of employees and students conducted by Schaufeli, Salanova,

Gonzalez-Roma, and Bakker, (2002) found that seven of the items in the original 24 questions were statistically unsound and invalid for the purpose of measuring engagement factors. Further analysis of the 17-item questionnaire indicated a third engagement factor of absorption emerged and was added to the instrument based on this evaluation. The resulting 17-item version of the UWES© is what was used for the purpose of this research (Schaufeli & Bakker, 2003).

For the purposes of carrying out the psychometric evaluations of the UWES instrument by its developers, a database was compiled that included 25 studies that were conducted between 1999 and 2003. Eleven of the 25 studies from the database focused on the 17-question survey. These 11 studies included survey samples from a variety of respondents based on profession and organization and included both males and females. The database was heterogeneous as far as professional groups with a range of workers including skilled and unskilled workers and professional groups and executives, which allowed the carrying out multiple psychometric analyses (Schaufeli & Bakker, 2003). The studies done for this database were not done in higher education environments. Subsequent studies have been done in higher education however, the studies did not include the lens of generational cohorts.

Of note for this analysis and the research being conducted for this dissertation study is that the original survey was published in Dutch, while subsequent studies have been published in English, German, French, Norwegian, Swedish, Finnish, Spanish, Greek, Russian, and Portuguese (Schaufeli & Bakker, 2003, p. 45). As part of a work project, the researcher used the UWES to survey a population of higher education faculty and staff in the State of Oklahoma. That survey, while done within the context of a work

product not to be published, did show the UWES was valid and reliable for an American

higher education setting. It therefore served as a pilot test of the instrument for this

study. No changes were made to the survey as a result of this pilot study.

The data from the psychometric analysis of the UWES reported in the literature as

completed on the 17-item test are summarized as follows:

1. *Factorial validity*: The confirmatory factor analyses revealed the 3-factor

   employee engagement model of vigor, dedication, and absorption is superior fro

   the UWES to the 1-factor model treating engagement as a single-dimensional

   concept (Schaufeli & Bakker, 2003). Fit data for 1-factor and 3-factor models are

   shown in Table 2.

Table 2

The fit and inter-correlations of the one-factor and three-factor solutions of the Utrecht
Work Engagement Scale

UWES-17 Model	n	x^2	df	GFI	AGFI	RMSEA	NFI	NNFI	CFI
1-factor	2,313	3554.65	119	.83	.78	.11	.87	.85	.87
3-factor	2,313	2637.97	116	.87	.83	.10	.90	.89	.91

Note: GFI=goodness of fit index; AGFI=Adjusted Goodness of Fit index; RMSEA=Root
Mean Square Error of Approximation; NFI = Normal Fit Index; NNFI = Non-Normal Fit
Index; CFI = Comparative Fit Index (Schaufeli & Bakker, 2003).

2. *Inter-Correlations*: Confirmatory factor analysis showed the scales or factors of

   three-dimensional structure to be closely related, with correlations between the

   three scales exceeding .65 (Demerouti, Bakker, Janssen, & Schaufeli, 2001). This

   indicates that the three-factor of the UWES are related constructs.

3. *Internal Consistency*: The internal consistency of the three-factor engagement

    model is good as noted by Schaufeli and Bakker (2003). In all cases the

    Cronbach's coefficient α are equal to or exceed the critical value of .70. The

    criterion as rated by Nunnaly and Bernstien (1994) of .60 is recommended for a

    newly developed survey. Thus, the coefficient reported for the UWES is very

    good. Cronbach's coefficient and other descriptive statistical data for the UWES

    sub-scales and total score are shown in Table 3.

Table 3

Cronbach's α of the Utrecht Engagement Scale by factor and by total score (N=2,313)

Engagement Factor	Total	Md	Range
Vigor	.83	.86	.81-.90
Dedication	.92	.92	.88-.95
Absorption	.82	.80	.70-.88
Total Score	.93	.94	.91-.96

4. *Reliability*: A test-retest reliability analysis was conducted using two longitudinal

    studies, which allowed assessment of stability of the UWES across time. The

    UWES © was administered twice with an interval of one year between tests. The

    stability coefficients for the 17-question survey were .63 for group 1 and .72 for

    group 2, indicating reasonable longitudinal reliability for the instrument

    (Schaufeli & Bakker, 2003).

Procedures

After obtaining Institutional Review Board approval from the Oklahoma State University and the University of Arkansas-Fayetteville, this descriptive study used a voluntary, quantitative on-line survey method for data collection. The on-line survey was sent electronically to faculty and staff in full-time, benefits-eligible positions at the University of Arkansas through email from the Office of Human Resources. The email was sent from the Office of Human Resources that did not specify a specific person as the sender of the email. The email included a brief explanation of the survey, how it would be used in context to the University of Arkansas, and that it was for a doctoral dissertation. The email also included information regarding the approximate time it would take to complete the survey. The survey created and distributed with the Qualtrics software available from the Oklahoma State University College of Education. The email that was sent to the respondents included the informed consent and a link that when clicked connected them to the survey on-line and indicated their agreement to the informed consent.   A copy of the email is presented in Appendix B.

The survey was kept open online for two weeks, which based on the researchers review of the literature allows time for completion without having the survey open ended. The survey link then closed and the data was transferred from the Oklahoma State University Qualtrics software to an SPSS statistical software file for data analysis.

Data Analysis

Demographic data from the date of birth and open-ended questions to determine generational cohort identity and preferences were collected. Descriptive statistics were calculated and analyzed to fully describe the obtained volunteer example (*N*=760) and to

compare it to the known population (*N*=4,418) for representativeness. The sample comprised 17.2% of the population.

The data was analyzed using confirmatory factor analysis to determine if it presented a 1- or 3- factor solution upon reviewing the results of the survey. Linear regression was used to determine the relationships of the dependent variables of employee engagement and job satisfaction with the independent variable of generational cohort or age. All data will be analyzed using SPSS, Version 9. Table 4 shows the data sources and planned analysis for each research question.

Table 4

Research Questions, Data source and planned analysis

Research Questions	Data Source and Analysis
How does the faculty and staff's identified generational cohort relate to employee engagement scores?	Demographic questions; Likert-like scales on survey questions; analyzed with descriptive statistics and factor analysis.
How does the faculty and staff's identified generational cohort relate to job satisfaction?	Demographic questions; Likert-like scales on survey questions; analyzed with descriptive statistics and factor analysis.
How does the identified generational cohort of faculty and staff relate to which generational cohort with which they prefer to work?	Demographic questions; Likert-like scales on survey qChapuestions; analyzed with descriptive statistics, factor analysis, and correlation.
Are there relationships among generational cohort, employee engagement, job satisfaction and how long faculty and staff members have been employed by the University?	Demographic questions; Likert-like scales on survey questions; analyzed with descriptive statistics, factor analysis, and linear regression.

The results of all data analyses and the findings for each research question are presented in Chapter IV.

CHAPTER IV

FINDINGS

The purpose of this study was to describe the relationships among employees'

generational cohort, employee engagement, and job satisfaction in the higher education

environment. The study identified the perceived and actual generational cohort of

participants; engagement factors; job satisfaction; preferred generational cohort with

whom to work, and the number of years worked for the faculty and staff at the University

of Arkansas-Fayetteville.   Participants included 760 full-time benefits-eligible faculty

and staff who answered an online survey sent via email to the work addresses of 4,418

employees. Missing data from any of the responses was deleted from the analysis in its

entirety thus explaining the variance between participants and the number shown in the

data analysis. This was a return rate of 17.2% for the survey.

The data collected answered four research questions outlined in Chapter III and

were as follows:

1. Does the faculty and staff's identified generational cohort relate to employee engagement scores?

2. Does the faculty and staff's identified generational cohort relate to job satisfaction?

3. Does the identified generational cohort of faculty and staff relate to the generational cohort with which they prefer to work?

4. Can a prediction be made for employee engagement and job satisfaction using generational cohort and the length of time employees of been employed by the University as the predictors?

Quantitative data analysis techniques included descriptive statistics, factor analysis, analysis of variance (ANOVA), chi-square, and correlation analysis with Pearson correlations and regression path analysis. These analysis techniques were used to determine the findings that are reported in this chapter. Findings are organized and presented below by each specific research question.

The Utrecht Engagement Survey (UWES) used in this research measured employee engagement in the three areas of vigor, dedication, and absorption. The survey utilized a Likert-like rating scale ranging from Never to Almost Always (everyday) to rate the questions asked for each component of engagement in the survey. The following questions were presented for vigor, dedication, and absorption:

Vigor:

At my work I feel bursting with energy
At my job I feel strong and vigorous
I can continue working for very long periods of time
At my job I am very resilient mentally
At my work I always preserver even when things do not go well

Dedication:

I find the work that I do full of meaning and purpose
I am enthusiastic about my job
My job inspires me
I am proud of the work I do
To me my job is challenging

Absorption:

Time flies when I'm working
When I am working I forget everything else around me
I feel happy when I am working intensely
I am immersed in my work
I get carried away when I'm working
It is difficult to detach myself from my job

Additional questions were developed by the researcher to determine the participants' generational cohort, identified generation cohort, job satisfaction, age and length of time worked for the University of Arkansas-Fayetteville. These questions were as follows:

Generational Cohort:

Which of the following best describes you?

Which of the following best describes the coworkers with which you prefer to work?

I have a strong sense of independence and a distrust of authority. I believe in my ability to manage myself and my work and value an employer that understands and appreciates this about me. I want to be recognized as an individual and valued for what is unique about me.

I believe in and rely on fast paced technology and expect information from my employer. I enjoy being connected to technology both in the workplace and at home. I expect my supervisor to be knowledgeable about my job as well as their own.

I believe in a strong work ethic and am extremely loyal to my employer. I believe in traditional values both at work and in the home. I think anything can be accomplished with hard work and a strong sense of the American Dream. I am very dependable and at ease in dealing with other people.

I want to have a good work/life balance from my employer. I understand and appreciate change, knowing it leads to opportunity. I excel at the chance to broaden my scope of skills and education.

Job Satisfaction:

Using a Likert-like scale from very dissatisfied to very satisfied please answer how satisfied you are currently at work?

Age:

In what year were you born?

Length of Employment:

How long have you been employed by the University of Arkansas-Fayetteville?

Less than a year
1-5 years
6-10 years
11-15 years
16-20 years
21 years or more

Research Question Number 1

Does the faculty and staff's identified generational cohort relate to employee engagement scores?

This research question was addressed with descriptive statistics and analysis of variance on the independent and dependent variables. The internal consistency reliability and construct validity of the UWES was also examined and verified with Cronbach's alpha and factor analysis.

Table 4 shows the descriptive statistics for identified generational cohort. Respondents were asked to choose from among four descriptions the one that best suited them. The descriptions were simple descriptive paragraph, unidentified by their technical generational name and age context. Table 4 shows the results from the respondents to this question of what best described them. The four descriptions listed were for the

generational cohorts currently in the workforce, specifically Traditionalist, Baby Boomer,

Generation X, and Millennial. Figure 2 presents this data visually in a bar chart.

Table 4

Descriptive statistics for the identified generational cohort (N=718)

Generational Cohort	Frequency	Percent	Valid Percent	Cumulative Percent
Traditionalist	16	2.1	2.2	2.2
Baby Boomer	337	44.2	46.9	49.2
Generation X	291	38.2	40.5	89.7
Millennial	74	9.7	10.3	100.0

Figure 2

Bar Chart with descriptive statistics for identified generational cohort.
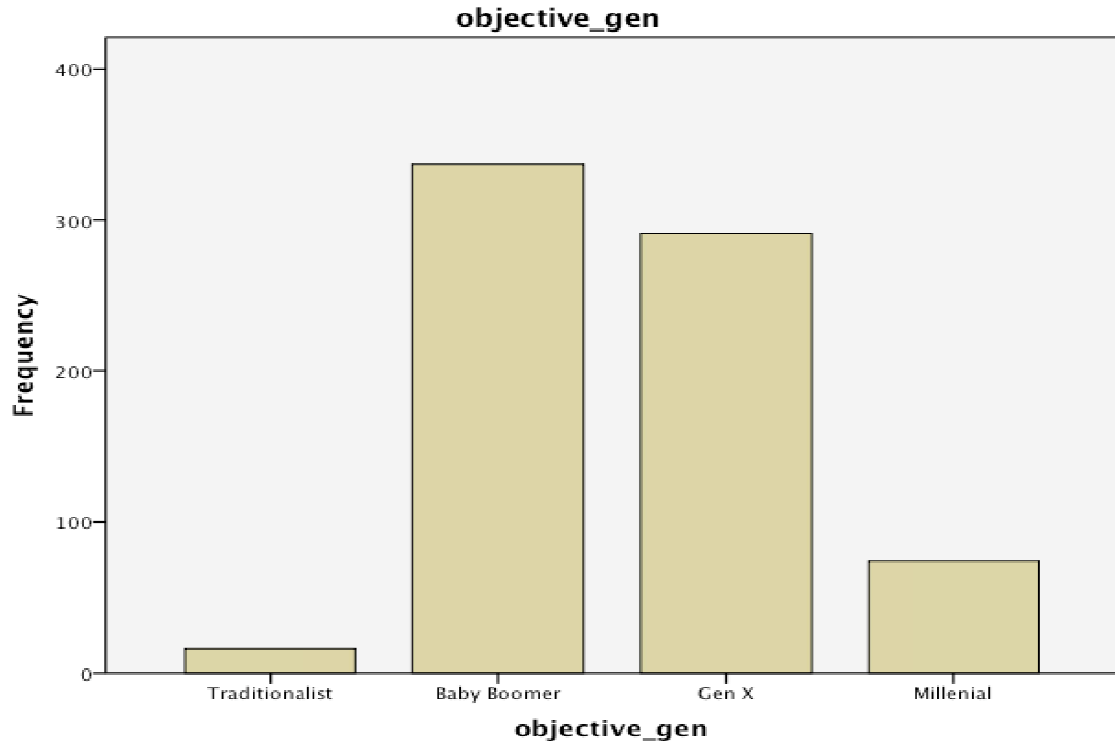
The next analysis focused on employee engagement scores of the study participants. Descriptive statistics were calculated to provide a snapshot of the participants. Table 6 provides the descriptive analysis of the employee engagement scores from the 17 questions from the Utrecht Workforce Engagement Survey. All responses were made on a 7-point Likert-type scale. The questions were:

1. At my work, I feel bursting with energy.

2. At my job, I feel strong and vigorous.

3. When I get up in the morning, I feel like going to work.

4. I can continue working for very long periods at a time

5. At my job I am very resilient, mentally.

6. At my work I always persevere, even when things do not go well.

7. I find the work that I do full of meaning and purpose.

8. I am enthusiastic about my job.

9. My job inspires me.

10. I am proud of the work I do.

11. To me, my job is challenging

12. Time flies when I'm working.

13. When I am working, I forget everything else around me.

14. I feel happy when I am working intensely.

15. I am immersed in my work.

16. I get carried away when I'm working.

17. It is difficult to detach myself from my work.

Table 5

Descriptive Statistics on Employee Engagement Scores (Based on 7-point Likert-type scale)

	N*	Min	Max	Mean	Std. Deviation
At my work I feel bursting with energy.	748	1	7	5.07	1.319
I find the work I do full of meaning and purpose	748	1	7	5.76	1.297
Time flies when I am working	746	1	7	5.76	1.258
At my job I feel strong and vigorous.	741	1	7	5.18	1.355
I am enthusiastic about my job.	740	1	7	5.62	1.367
When I am working I forget everything around me.	743	1	7	4.58	1.632
My job inspires me.	739	1	7	5.07	1.548
When I get up in the morning I feel like going to work.	739	1	7	5.27	1.598
I feel happy when I am working intensely.	740	1	7	5.69	1.217
I am proud of the work that I do.	743	1	7	6.14	1.086
I am immersed in my work.	739	1	7	5.72	1.191
I can continue working for very long periods at a time.	740	1	7	5.77	1.140
To me, my job is challenging.	737	1	7	5.41	1.449
I get carried away when I am working.	730	1	7	4.84	1.511
At my job, I am very resilient, mentally.	736	1	7	5.55	1.232
It is difficult to detach myself from my job.	741	1	7	4.38	1.781
At my work I always persevere, even when things do not go well.	743	1	7	5.91	1.044

*N was different among the questions due to missing data.

Before proceeding to answer research question 1, statistical analyses were conducted to examine the internal consistency reliability and factor structure of the UWES using the data from this study. First, the 17 engagement factors were analyzed for internal consistency reliability using reliability statistics in SPSS (Green & Salkind, 2008). A Cronbach's alpha or coefficient alpha score of .933 on the 17 standardized items was found, indicating a good internal consistency or reliability of the questions as they relate to each other, as this value is well above the .70 generally regarded as acceptable (Green & Salkind, 2008; Sheskin, 2007).

Further analysis was performed to determine the construct validity and factor structure stability of the UWES by conducting a confirmatory factor analysis (Green & Salkind, 2008) to see if the data from this study presented the expected three underlying factors for the instrument (i.e., vigor, dedication, and absorption). If the 3-factor structure for the instrument was supported by this study, a confirmatory factor analysis should have yielded a 3-factor solution, and the 17 individual items should each have loaded on the appropriate factor. Table 7 shows the results of the confirmatory factor analysis. The factor extraction method used was principal components, and a 3-factor solution was forced. The three factors were not rotated. The three-factors/principal components extracted and the factor loadings for all 17 UWES items are shown in Table 6.

Table 6

3-Factor Analysis of the Utrecht Workforce Engagement Scale
(*N*=748)

	Component		
	1	2	3
At my work I feel bursting with energy.	.745	-.315	-.060
I find the work I do full of meaning and purpose	.666	-.196	-.293
Time flies when I am working	.784	-.044	.014
At my job I feel strong and vigorous.	.814	-.259	-.102
I am enthusiastic about my job.	.848	-.170	-.154
When I am working I forget everything around me.	.560	.387	-.112
My job inspires me.	.845	-.038	-.214
When I get up in the morning I feel like going to work.	.798	-.246	-.090
I feel happy when I am working intensely.	.736	-.121	.043
I am proud of the work that I do.	.699	-.219	.095
I am immersed in my work.	.800	.161	.098
I can continue working for very long periods at a time.	.656	.148	.391
To me, my job is challenging.	.696	.327	-.185
I get carried away when I am working.	.676	.446	-.122
At my job, I am very resilient, mentally.	.641	-.104	.428
It is difficult to detach myself from my job.	.516	.569	-.090
At my work I always persevere, even when things do not go well.	.410	.063	.753

Extraction Method: Principal Component Analysis
a. 3 components extracted

The extracted components and factor loadings reported in Table 7 indicated that the data from this study confirmed the factor structure and placement of all individual items on the UWES on the correct factors of vigor (component #1), dedication (component #2), and absorption (component #3). Thus, as originally determined by Schaufeli and Baker (2003), the three factors of vigor, dedication and absorption were confirmed in the UWES survey at the University of Arkansas in this study. Taken together, the coefficient alpha and confirmatory factor analysis of the UWES with the data from this study indicated the suitability of the instrument.

Once the descriptive data for the study sample for the variables of generational cohort and employee engagement were complete and the internal consistency reliability (i.e., Cronbach's alpha) and the three-factor structure of the UWES instrument was documented, one-way analysis of variance (ANOVA) was performed to determine if there was a statistically significant relationship between employee engagement and generational cohort. Such a relationship would be indicated by significant differences among the mean engagement scores of the generational cohorts. The independent variable for the ANOVA analysis was generational cohort; the dependent variable was engagement scores**.**   Three separate 1-way ANOVA's were performed for each of the 3 engagement factors of vigor, dedication and vigor.

Table 7 provides the descriptive data for the three engagement factors of vigor, dedication and absorption by generational cohort that were used in the ANOVA calculations. Significance level for the ANOVA was set at $p = .05$.

Table 7

Descriptive Data for Vigor, Dedication and Absorption

Engagement Factor	Generational Cohort	Mean	Standard Deviation	*N*
Vigor	Traditionalist	5.7500	.76739	16
	Baby Boomer	5.5556	.98979	337
	Gen X	5.3730	.94070	291
	Millennial	5.2137	.91946	74
	Total	5.4507	.96479	718
Dedication	Traditionalist	5.7875	1.23606	16
	Baby Boomer	5.7520	1.09110	337
	Gen X	5.5215	1.06248	291
	Millennial	5.2318	1.20515	74
	Total	5.6057	1.10563	718
Absorption	Traditionalist	5.5000	.93095	16
	Baby Boomer	5.2809	1.07997	337
	Gen X	5.0964	1.03101	291
	Millennial	4.7590	1.03793	74
	Total	5.1572	1.06395	718

Table 8 indicates that Traditionalists presented the highest mean score for all three-engagement factors. Each subsequently younger generation presented a lower mean score for engagement on all three factors.

Table 8 shows the mean difference, standard error, and statistical significance data for the levels of engagement by each identified generational cohort. Analysis of the data indicates a slightly higher level of engagement for traditionalist, with engagement lowering with each successive generational cohort.

Table 8

Engagement Levels by Compared to Generational Cohort

Dependent Variable	(I) Generational Cohort	(J) Generational Cohort	Mean Difference* (I-J)	Std. Error	Sig.
Vigor	Traditionalist	Baby Boomer	.1944	.24532	.428
		Gen X	.3770	.24620	.126
		Millennial	.5363*	.26434	.043
	Baby Boomer	Traditionalist	-.1944	.24532	.428
		Gen X	.1826*	.07672	.018
		Millennial	.3419*	.12309	.006
	Gen X	Traditionalist	-.3770	.24620	.126
		Baby Boomer	-.1826*	.07672	.018
		Millennial	.1593	.12482	.202
	Millennial	Traditionalist	-.5363*	.26434	.043
		Baby Boomer	-.3419*	.12309	.006
		Gen X	-.1593	.12482	.202
Dedication	Traditionalist	Baby Boomer	.0355	.28021	.899
		Gen X	.2660	.28121	.344
		Millennial	.5557	.30194	.066
	Baby Boomer	Traditionalist	-.0355	.28021	.899
		Gen X	.2305*	.08764	.009
		Millennial	.5202*	.14059	.000
	Gen X	Traditionalist	-.2660	.28121	.344
		Baby Boomer	-.2305*	.08764	.009
		Millennial	.2897*	.14258	.043
	Millennial	Traditionalist	-.5557	.30194	.066
		Baby Boomer	-.5202*	.14059	.000
		Gen X	-.2897*	.14258	.043
Absorption	Traditionalist	Baby Boomer	.2191	.26944	.416
		Gen X	.4036	.27041	.136
		Millennial	.7410*	.29034	.011
	Baby Boomer	Traditionalist	-.2191	.26944	.416
		Gen X	.1845*	.08427	.029
		Millennial	.5219*	.13519	.000
	Gen X	Traditionalist	-.4036	.27041	.136
		Baby Boomer	-.1845*	.08427	.029
		Millennial	.3374*	.13710	.014
	Millennial	Traditionalist	-.7410*	.29034	.011
		Baby Boomer	-.5219*	.13519	.000
		Gen X	-.3374*	.13710	.014

*p = ≤ .05

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One-way ANOVAs presented significant *F*-values among generational cohort groups for each of the three engagement scores: vigor ($F = 4.01$), dedication ($F = 5.601$), absorption ($F = 5.96$). To isolate the between-group sources of significant mean differences, *post hoc* comparisons were calculated using the Tukey and Least Significant Difference (LSD) models. The *post hoc* data is shown in Table X (Tukey and LSD data for table 8).

Table 9

Post Hoc Tukey and LSD data for Engagement and Generational Cohort

Dependent Variable		(I) Generational Cohort	(J) Generational Cohort	Mean Difference (I-J)	Std. Error	Sig.*
Absorption	Tukey HSD	Traditionalist	Baby Boomer	.21909	.26944	.848
			Gen X	.40361	.27041	.442
			Millennial	.74099	.29034	.053
		Baby Boomer	Traditionalist	-.21909	.26944	.848
			Gen X	.18452	.08427	.127
			Millennial	.52190	.13519	.001*
		Gen X	Traditionalist	-.40361	.27041	.442
			Baby Boomer	-.18452	.08427	.127
			Millennial	.33738	.13710	.067
		Millennial	Traditionalist	-.74099	.29034	.053
			Baby Boomer	-.52190	.13519	.001*
			Gen X	-.33738	.13710	.067
	LSD	Traditionalist	Baby Boomer	.21909	.26944	.416
			Gen X	.40361	.27041	.136
			Millennial	.74099	.29034	.011*
		Baby Boomer	Traditionalist	-.21909	.26944	.416
			Gen X	.18452	.08427	.029*
			Millennial	.52190	.13519	.000*
		Gen X	Traditionalist	-.40361	.27041	.136
			Baby Boomer	-.18452	.08427	.029*
			Millennial	.33738	.13710	.014*
		Millennial	Traditionalist	-.74099	.29034	.011*
			Baby Boomer	-.52190	.13519	.000*
			Gen X	-.33738	.13710	.014*
Vigor	Tukey HSD	Traditionalist	Baby Boomer	.19436	.24532	.858
			Gen X	.37698	.24620	.419
			Millennial	.53626	.26434	.178
		Baby Boomer	Traditionalist	-.19436	.24532	.858
			Gen X	.18261	.07672	.082
			Millennial	.34190	.12309	.029*
		Gen X	Traditionalist	-.37698	.24620	.419
			Baby Boomer	-.18261	.07672	.082
			Millennial	.15929	.12482	.579
		Millennial	Traditionalist	-.53626	.26434	.178
			Baby Boomer	-.34190	.12309	.029*
			Gen X	-.15929	.12482	.579
	LSD	Traditionalist	Baby Boomer	.19436	.24532	.428
			Gen X	.37698	.24620	.126
			Millennial	.53626	.26434	.043*
		Baby Boomer	Traditionalist	-.19436	.24532	.428
			Gen X	.18261	.07672	.018*
			Millennial	.34190	.12309	.006*
		Gen X	Traditionalist	-.37698	.24620	.126
			Baby Boomer	-.18261	.07672	.018*
			Millennial	.15929	.12482	.202
		Millennial	Traditionalist	-.53626	.26434	.043*
			Baby Boomer	-.34190	.12309	.006*
			Gen X	-.15929	.12482	.202
Dedication	Tukey HSD	Traditionalist	Baby Boomer	.03552	.28021	.999
			Gen X	.26602	.28121	.780
			Millennial	.55574	.30194	.255
		Baby Boomer	Traditionalist	-.03552	.28021	.999

Dependent Variable		(I) Generational Cohort	(J) Generational Cohort	Mean Difference (I-J)	Std. Error	Sig.*
Absorption	Tukey HSD	Traditionalist	Baby Boomer	.21909	.26944	.848
			Gen X	.40361	.27041	.442
			Millennial	.74099	.29034	.053
		Baby Boomer	Traditionalist	-.21909	.26944	.848
			Gen X	.18452	.08427	.127
			Millennial	.52190*	.13519	.001*
		Gen X	Traditionalist	-.40361	.27041	.442
			Baby Boomer	-.18452	.08427	.127
			Millennial	.33738	.13710	.067
		Millennial	Traditionalist	-.74099	.29034	.053
			Baby Boomer	-.52190*	.13519	.001*
			Gen X	-.33738	.13710	.067
	LSD	Traditionalist	Baby Boomer	.21909	.26944	.416
			Gen X	.40361	.27041	.136
			Millennial	.74099*	.29034	.011*
		Baby Boomer	Traditionalist	-.21909	.26944	.416
			Gen X	.18452*	.08427	.029*
			Millennial	.52190*	.13519	.000*
		Gen X	Traditionalist	-.40361	.27041	.136
			Baby Boomer	-.18452*	.08427	.029*
			Millennial	.33738*	.13710	.014*
		Millennial	Traditionalist	-.74099*	.29034	.011*
			Baby Boomer	-.52190*	.13519	.000*
			Gen X	-.33738*	.13710	.014*
			Gen X	.23050*	.08764	.043*
			Millennial	.52022*	.14059	.001*
		Gen X	Traditionalist	-.26602	.28121	.780
			Baby Boomer	-.23050*	.08764	.043*
			Millennial	.28972	.14258	.177
		Millennial	Traditionalist	-.55574	.30194	.255
			Baby Boomer	-.52022*	.14059	.001*
			Gen X	-.28972	.14258	.177
	LSD	Traditionalist	Baby Boomer	.03552	.28021	.899
			Gen X	.26602	.28121	.344
			Millennial	.55574	.30194	.066
		Baby Boomer	Traditionalist	-.03552	.28021	.899
			Gen X	.23050*	.08764	.009*
			Millennial	.52022*	.14059	.000*
		Gen X	Traditionalist	-.26602	.28121	.344
			Baby Boomer	-.23050*	.08764	.009*
			Millennial	.28972*	.14258	.043*
		Millennial	Traditionalist	-.55574	.30194	.066
			Baby Boomer	-.52022*	.14059	.000*
			Gen X	-.28972*	.14258	.043

p=<.05

The Tukey and LSD tests indicated a significant statistical difference between Traditionalist and Millennial on all three-engagement factors of vigor ($F = 4.01$; $df = 3$; $p = .008$), dedication ($F = 5.60$; $df = 3$; $p = .001$), and absorption ($F = 5.96$; $df = 3$; $p =$

.001), Baby Boomers and Generation X and Millennia's. There was no statistically significant difference between Traditionalist and Baby Boomers or Generation X. There was also no statistically significant difference between Generation X and Millennia's generational cohort and employee engagement.

Collectively, the data analyzed for research question 1 indicated that an appropriate instrument was used in this study, and that some relationships were observed between the subjects' generational cohort and their work engagement scores.

Research Question Number 2

Does the faculty and staff's identified generational cohort relate to job satisfaction?

This research question was addressed with analysis of variance. No significant differences were observed between generational cohort and job satisfaction ($F = 2.041$; $df = 3$; $p = .107$). As a follow-up, *post hoc* Tukey and LSD analyses were performed; these analyses confirmed there were no significant differences ($p > .05$ for all comparisons) among the cohort groups on any engagement variable. The *post hoc* data are shown in Table 10.

Table 10

Post Hoc Tukey and LSD Data on Relationship between Generational Cohort and Job Satisfaction

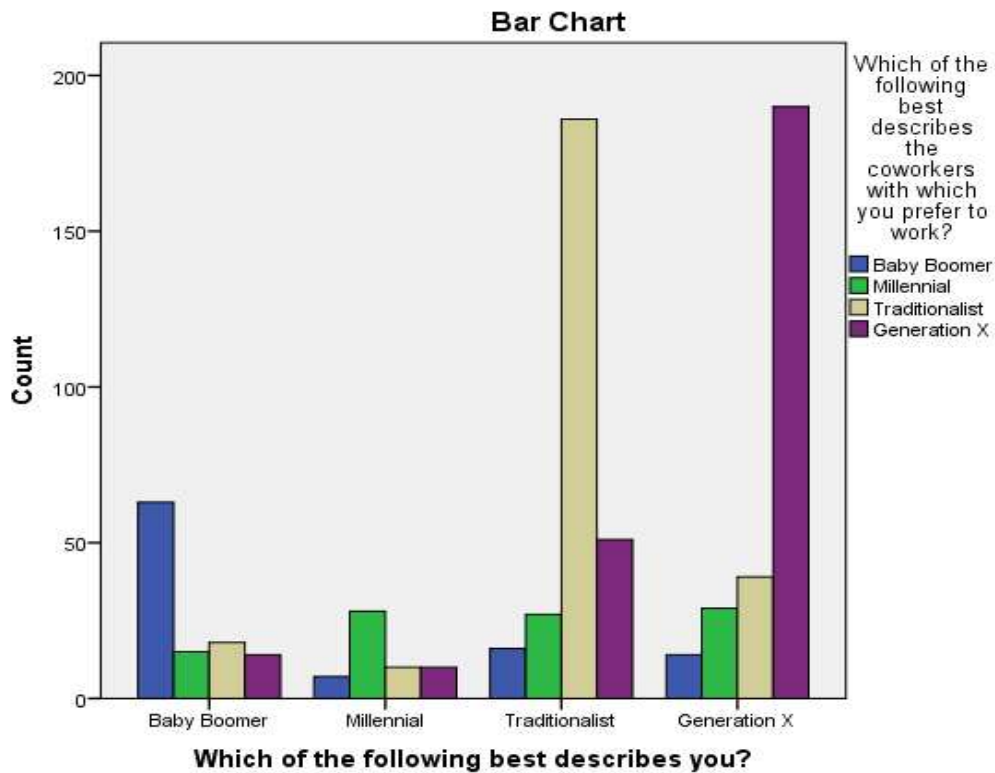|	(I) Generational Cohort	(J) Generational Cohort	Mean Difference (I-J)	Std. Error	Sig.*
Tukey HSD	Traditionalist	Baby Boomer	.508	.413	.609
		Gen X	.742	.415	.280
		Millennial	.752	.445	.331
	Baby Boomer	Traditionalist	-.508	.413	.609
		Gen X	.234	.129	.269
		Millennial	.244	.207	.642
	Gen X	Traditionalist	-.742	.415	.280
		Baby Boomer	-.234	.129	.269
		Millennial	.010	.210	1.000
	Millennial	Traditionalist	-.752	.445	.331
		Baby Boomer	-.244	.207	.642
		Gen X	-.010	.210	1.000
LSD	Traditionalist	Baby Boomer	.508	.413	.220
		Gen X	.742	.415	.074
		Millennial	.752	.445	.092
	Baby Boomer	Traditionalist	-.508	.413	.220
		Gen X	.234	.129	.071
		Millennial	.244	.207	.240
	Gen X	Traditionalist	-.742	.415	.074
		Baby Boomer	-.234	.129	.071
		Millennial	.010	.210	.963
	Millennial	Traditionalist	-.752	.445	.092
		Baby Boomer	-.244	.207	.240
		Gen X	-.010	.210	.963

* $p = > .05$

Research Question Number 3

Does the identified generational cohort of faculty and staff relate to which generational cohort with which they prefer to work?

This research question was addressed graphically with bar charting and chi-square analysis of frequency distributions. The following bar chart, Figure 3, illustrates the membership generational cohorts of the subjects and which generational cohort described the coworkers with which they preferred to work.

Figure 3

Preferred Generational Cohort

A chi-square measure of cross-tabulated observed *versus* expected frequency counts was taken at $p = .05$ to test the preference for working with one generational cohort versus another generational cohort. Significant variations in the observed frequency distributions of preferences from those expected by chance would indicate significant relationships between cohort membership and cohort co-worker preferences. The chi-square was calculated in a 2-way, 4 x 4 contingency table. The 4 x 4 table of

observed frequencies is shown in Table 11.

Table 11

Cross-tabulation of Generational Cohorts

		Which of the following best describes the coworkers with which you prefer to work?				
		Baby Boomer	Millennial	Traditionalist	Generation X	Total
Which of the following best describes you?	Baby Boomer	63	15	18	14	100
	Millennial	7	28	10	10	55
	Traditionalist	16	27	186	51	280
	Generation X	14	29	39	190	272
Total		100	99	253	265	717

A chi-square was then calculated on the frequency data to test for statistically significance between the observed frequencies shown in Table 11 and those that would be expected by chance (calculated by SPSS). The chi-square data is presented in Table 12.

Table 12

Chi-Square Coworker Relationship Preferred Generational Cohort

	Which of the following best describes you?	Which of the following best describes the coworkers with which you prefer to work?
Chi-Square	222.570[a]	141.834[b]
df	3	3
Asymp. Sig.	.000	.000

The chi-square analysis indicated there was a statistically significant relationship between the identified generational cohort membership and the generational cohort with which employees preferred to work ($\chi^2 = 222.57$; $df = 3$; $p = .000$). Specifically, each generational cohort preferred to work with his or her own identified generational cohort.

Research Questions Number 4

Are there relationships among generational cohort, employee engagement, job satisfaction and how long faculty and staff members have been employed by the University?

This research question was addressed with correlation coefficients and linear regression path analysis. Table 13 presents the correlation matrix data on the Pearson correlations among the variables. These correlations examined the relationships between the independent variables of generational cohort and length of employment with the university and the dependent variables of vigor, dedication and absorption, which make up the areas of employee engagement and jobs satisfaction.

Table 13

Relationship between Independent and Dependent Variables (N=717)

Pearson Correlation	Job Satisfaction	Generational Cohort	Length of Employment	Vigor	Dedication	Absorption
Job Satisfaction	1.000	-.081**	.001*	.688	.776	.591
Generational Cohort		1.000	-.475	-.129	-.150	-.154
Length of Employment			1.000	-.030	.027*	.030*
Vigor				1.000	.798	.753
Dedication					1.000	.763
Absorption						1.000

*p ≤ .05 (significant correlations)
**p > .05 (correlations not significant)

The correlation matrix in Table 13 indicates several variable pairs were significantly related. This prompted an examination of variable interrelationships with linear regression path analysis. A path analysis of the linear regression and illustrates how the variables interrelated to answer research question 4.

The analysis showed values of multiple correlations for the generational cohort

and length of employment. In such an analysis, the R^2 shows the "goodness of fit" or

how well one variable is at predicting the value of the relationship of another variable.

Using the Baron & Kenny (1986) Sobel test it was determine that the mediating variables

of vigor, dedication and absorption meditated the difference between generational cohort

and length of employment for job satisfaction making generational cohort and length of

employment not statistically significant in the effect on job satisfaction.   Length of

employment was statistically significant with a $p = <.05$ for both vigor and absorption,

however, it was not statistically significant with a $p = >.05$ for dedication (Critical *p*-

value was set at *p* = .05).

Summary of Findings

This study presented several findings. First, the UWES was confirmed as a

reliable instrument with construct validity for use in studies of employee engagement in

higher education.

The study results presented supported the working hypothesis of the researcher

that there were four distinct generational cohorts in the higher education workforce at the

University of Arkansas-Fayetteville at the time of this study. Findings also indicated that

each generational cohort preferred to work with individuals that were similar to the

descriptions they chose for themselves within each generational cohort. There was a

significant relationship observed between the generational cohorts and employee

engagement. The length of time a person had been employed with the University was

only effects one aspect of engagement. The faculty and staff job satisfaction rating was

in direct relationship to their engagement scores regardless of generational cohort.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Summary of Study

The motivation and purpose for this study was to understand and describe the

relationships among employees' generational cohort, employee engagement, and job

satisfaction in the higher education environment, specifically, at the University of

Arkansas-Fayetteville, a large, research-1 institution. The study was open to all benefits-

eligible faculty and staff employed at the time the survey was emailed. A volunteer

sample of 764 participants filled out the survey (17.2% of the research population).

Participants who had missing data were excluded, which brought the total participants to

748 for some questions.

The study survey instrument, delivered online, included 17 questions from the

original *Utrecht University Workforce Engagement Survey* (UWES) developed by

Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002). In order to determine

participants' generational cohort membership, 2 questions were added to the survey, one

asking for the participants' year of birth; the other asking the participants to identify

themselves from a list of four descriptions that explained the characteristics of the four

current generations currently found in the workplace. The descriptions were not

identified by the generation labels commonly used, i.e., Traditionalist, Baby Boomer,

Generation X or Millennial. A brief description was used to get a more accurate idea of

what the participants saw for themselves without the preconceived idea from a label

attached to the description. In order to determine the generational group that participants

would prefer to work with, the same list was used again with the survey respondents

being asked to choose with whom they would like to work. Survey respondents were

then asked to identity how satisfied they were in their current position by using a 7-point

Likert-type scale. They were also asked to identify how long they had worked for the

University of Arkansas-Fayetteville.

This survey was designed to identify relationships among these employee

variables and obtain information that would be beneficial in improving employee

engagement and job satisfaction by understanding the management approaches needed to

engage different generations in the workplace, both individually and across various

generational cohorts. This study helped determine how many generational cohorts were

in the university workforce currently, which cohorts preferred to work together, and how

engaged they were in the workplace. Also, the study was able to identify some of the

mediating factors to job satisfaction using the three factors of the UWES of vigor,

dedication and absorption (Schaufeli & Bakker, 2003). The study used Khan's (1990)

theory of employee engagement, Maslow's (1943) theory of motivation, and Herzburg's

(1959) theory of motivation and satisfaction to frame and support the use of the UWES

survey on employee engagement with researcher-added information to ensure the full

spectrum of generations and job satisfaction were integrated and discussed.

The study used a descriptive design utilizing quantitative data gathered from an online survey tool. As outlined above, the data collected included demographic information, generational cohort identity, as well as generational cohort coworker preference, employee engagement, job satisfaction, and the number of years faculty and staff had been employed.

Summary of Findings

The first research question in this study asked how the faculty and staff's identified generational cohort related to employee engagement. Based on the obtained survey data, overall employee engagement at the University of Arkansas-Fayetteville was described as above average with a mean score of above 5.07 (on a 7-point scale) on 16 out of 17 questions of the UWES. In all of the four generational cohorts represented in this survey, engagement factors for those identified as Traditionalist were the highest. As discussed in Chapter 2 Traditionalists are born from 1922 to 1945 and are also known as the greatest generation. They have a strong work ethic, and believe in sacrifice and hard work. Also, they are extremely loyal, which might explain their higher employee engagement scores compared to the other three generations (Zemke, 2000).

The second research question related identified generational cohort to job satisfaction. Analysis of the data using one-way ANOVAs showed no statistically significant difference in job satisfaction among and between the four generational cohorts surveyed in the study. Overall, job satisfaction for the faculty and staff was above average. The mean score for all faculty and staff regardless of generation was 5.45 on a 7-point Likert-like scale with a standard deviation of 1.618.

The third research question examined the generational cohort that participants identified as their own cohort and the cohort with which the faculty and staff prefer to work. In order to identify significant relationships between the faculty and staff's self-identified generational cohort and the generational cohort with which they preferred to work, a cross-tabulation and 2-way contingency chi-square were used to compare observed and mathematically expected frequency distributions. The results revealed by a statistically significant $p<.000$, that all identified generational cohorts overwhelmingly preferred to work with the same generational cohort. These findings are in keeping with homiphily theory (Birds of a Feather), which states that "similarity breeds connection" and that connection may explain why generational cohorts prefer working with the same generational cohorts (McPherson, Smith-Lovin, Cook, 2001).

The fourth research question explored the relationships among generational cohort, employee engagement, job satisfaction and how long faculty and staff members had been employed by the University. A linear regression path analysis was used to determine the relationship among these variables and to determine if the three factors of employee engagement (vigor, absorption, and dedication) had a mediating effect on job satisfaction. The analysis showed that there was a statistically significant relationship between generational cohort and employee engagement within all three factors of engagement. Length of employment was only statistically significant in the area of vigor and absorption and was not shown to be statistically significant in the area of dedication. Neither generational cohort nor length of employment was statistically significant in determining job satisfaction without the mediating factor of the three areas of employee engagement: vigor, dedication and absorption.

Conclusions and Discussions

       Theoretical and conceptual framework. <u>Conclusion #1: The theoretical and</u> <u>conceptual framework used by the researcher was confirmed in the study.</u>

       The theoretical and conceptual framework for this study was based on Maslow's (1943) hierarchy of needs; Herzburg's (1954) motivation-hygiene theory and Khan's (1990) theory of employee engagement. All three theories held to be true and significant for this study. The findings in job satisfaction and employee engagement in the survey sample showed high levels of engagement and job satisfaction as discussed further in this chapter.

       Employee engagement. <u>Conclusion #1: Engagement of faculty and staff at the</u> <u>University of Arkansas-Fayetteville is relatively high on all 3 factors of vigor, absorption,</u> <u>and absorption. Engagement does not appear to be problematic for the University.</u>

        Employee engagement can be defined as a separate construct entailing a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption (Demerouti et al., 2001). High levels of energy and the willingness to invest in work define vigor. Dedication is characterized as feelings of enthusiasm, pride, and inspiration about one's job. Absorption means being so engrossed in work that the time passes quickly and other things do not matter (Schaufeli & Bakker, 2004). Overall employee engagement at the University of Arkansas-Fayetteville was identified in this study as above average with a mean score of above 5.07 on a 7-point scale on 16 out of 17 questions of the UWES.

Of the three areas of employee engagement the faculty and staff at the University of Arkansas-Fayetteville showed the highest levels of engagement in the factor of dedication. Vigor was the next highest with absorption falling in the lowest area of engagement.

The University of Arkansas-Fayetteville is the flagship campus of the University of Arkansas system, home to the Razorback football team and a wide variety of sporting teams. Because of this fact, the pride and enthusiasm on the campus for being the flagship campus led the researcher to hypothesize a relatively high level of dedication scores based on Schaufeli and Bakker's (2004) research on the factors that lead to high levels of dedication. Overall dedication mean scores across all four generations were at 5.606, with a standard deviation of 1.106. This score also reflected a dedication by faculty and staff to the students on the campus as well.

Being very energetic and having a willingness to invest in your work characterize the engagement factor of vigor. The mean score of the participants in this study across generations for vigor was 5.451 with a standard deviation of .964. The tracking of Faculty and staff training and volunteer hours at the University showed this factor of engagement through the investment of time in outside development and training opportunities as well as being involved in the shared governance on the campus through staff and faculty senate, campus council and other campus committees and task forces.

The lowest engagement scores were in the area of absorption, with a mean score of 5.157 across the four generational groups and a standard deviation of 1.06. The focus of absorption in engagement is based on how engrossed or involved faculty and staff become in their work. The questions that measure this factor of engagement may have

affected the outcome of the scores; in the pilot study these six questions were the ones most likely to need interpretation. However, it is apparent from the engagement scores that the faculty and staff were engrossed and involved in the work being done on the campus just not quite to the same level as dedication and vigor.

The data related to research question #1 in this study supported a conclusion that overall employee engagement at University of Arkansas-Fayetteville was relatively high at the time of the study. Thus, employee engagement did not appear to be a major concern for the University and emphasis could be placed on maintaining high level of engagement. The University of Arkansas-Fayetteville is striving to become a top 50 institution, in order to achieve this goal it is important that engagement scores remain relatively high and grow from the current rate. Becoming a top 50 institution is highly competitive and requires students graduate and are retained year to year. In order for this to happen, faculty and staff need to be highly engaged.

Generational cohort. Conclusion #2: Four generations of employees were identified at the University of Arkansas-Fayetteville. This is consistent with available literature, indicating that the University's workforce is typical of other workplaces.

This study showed four distinct generations on the University of Arkansas-Fayetteville campus. The four generations identified in this study, Traditionalist, Baby Boomer, Generation X and Millennial, are consistent with the literature reviewed and those that are in the broader working community. In this study, 2.2% of the total number of study participants identified themselves as Traditionalist. As described by Hankin (2004), this generation's characteristics include a strong sense of loyalty and work ethic. They also are hard working, and believe in sacrifice and discipline when approaching

work issues. At the University of Arkansas-Fayetteville, Traditionalist had the highest

levels of engagement in all areas of the three-factor analysis of employee engagement.

The engagement levels for vigor and dedication were very similar with a mean score for

vigor of 5.75 compared to a score of 5.78 for dedication. As with the overall engagement

scores the Traditionalists' score for absorption was the lowest for them as well at 5.50.

The largest generation in the workplace today according to the U.S. census (2012)

is the Baby Boomer generation. The University of Arkansas-Fayetteville is consistent

with this finding as well with 44.2% of the overall number of participants in the study

identifying this generational cohort as their own. The Baby Boomer generation values

self-sufficiency and has a strong sense of independence (Zemke, et al, 2000). The Baby

Boomer generation characteristics lend themselves to the independent nature of academe

and the academic freedom afforded to faculty on the University of Arkansas-Fayetteville

campus. Staff of this generational cohort also has the advantage of work that is

independent and allows for a sense of value that is important to this generation as well.

The engagement levels for Baby Boomers' were slightly lower than those of

Traditionalists with a mean score of 5.75 on dedication, 5.55 on vigor and again the

lowest score for this generation as well as overall was the absorption score at 5.29.

The Generation X generational cohort was the next largest group within the study

participants. They made up 38.2% of the total number of study participants. The

engagement levels for this generational cohort were slightly lower than both

Traditionalist and the Baby Boomer generational cohorts. The mean score for dedication

was 5.52 and was the highest of the three areas of engagement. Vigor was the next

highest with a mean score of 5.21 and again absorption was the lowest for this cohort as

well with a mean score of 5.09. Generation X are characterized by their dislike of hierarchy and distrust of organizations, however, they have a loyalty to coworkers and supervisors unlike the Baby Boomer generation which may account for higher level of dedication within the engagement scores (Zemke, 2000).

The last generational cohort to enter the workforce is the Millennial, which accounted for 9.7% of the study participants in this research. Highly involved parents, high levels of technical skills, and impatience due to early access to fast-paced technology, characterize this cohort. This generation's ease with technology makes them highly sought after in the workforce and can make them demanding in their need for information and understanding (Terjesen, et al, 2007). The engagement scores for this generational cohort were lowest in this study when compared to the other generations with a mean score in the area of dedication of 5.23, closely followed by the mean score in vigor of 5.21. As with the overall scores of the combined generations, absorption was the lowest in this generational cohort as well with a mean score of 4.76. The Millennial cohort's technology-based multi-tasking could account for the lower scores in the absorption area of engagement due to the nature of the questions that pertain to *being lost in your work.* This generation is accustomed to having several tasks active at one time which may make answering the absorption questions, which focus on being absorbed in one task or area, more difficult since this is not the way they generally work.

Job satisfaction. Conclusion #3: Employee job satisfaction at the University of Arkansas-Fayetteville was relatively high and independent of generational cohort. Thus, differences in job satisfaction appear to be individual rather than generational group differences.

Job satisfaction in this study was measured in the same way as the Gallup Q12 study (Harter, et al, 2013). It was measured by one simple question that asked for the satisfaction level of the faculty and staffs current job.

This study found no statistically significant relationship between generational cohort and job satisfaction. Descriptive statistical information regarding satisfaction levels did reveal some differences across generational cohorts. As noted with employee engagement, traditionalists had the highest mean scores for job satisfaction with a 6.06 and a standard deviation of 1.53. The Baby Boomer generational cohort had the next highest mean score for job satisfaction at 5.55 with a standard deviation of 1.61. Generation X followed with a score of 5.32 and a standard deviation of 1.61, followed up with the Millennial generational cohort with a mean score of 5.31 and a standard deviation of 1.67. Overall job satisfaction among the four generational cohorts was a relatively high at 5.45 with a standard deviation of 1.61.

While minor differences in job satisfactions were observed among generational cohorts, these differences were not statistically significant and therefore not likely to be true cross-group differences. As shown in Chapter IV, engagement is a mediating factor for job satisfaction, which could explain why no statistically significant group difference was found. Lack of statistically reliable among-group differences in job satisfaction scores and possible mediation by personal engagement suggests that observed differences in reported satisfaction are more a matter of individual differences than of true generational group differences. The researcher did not attempt to discern the reasons for satisfaction or conversely dissatisfaction in this study. Future research may be needed to explore specific reasons for satisfaction scores being high.

Employee tenure. <u>Conclusion #4: Employee tenure at the University of Arkansas-Fayetteville was directly related to generational cohort.</u>

<u>Conclusion #5: Employee tenure was related to absorption and vigor in engagement, but not to dedication. Thus, employee dedication does not appear to be related to length of employment.</u>

This study focused on the relationships between generational cohorts and employee engagement, adding to that other factors that may affect the relationship between and among the main variables. In looking at employee tenure, as might be expected, there was a statistically significant correlation between the generational cohort and how long faculty and staff were employed with the University of Arkansas-Fayetteville. In only one instance was this comparison not statistically significant, which was between Traditionalist and Baby Boomer. The data for the University of Arkansas-Fayetteville showed that both Traditionalist and Baby Boomers had similar tenure, because of the tenure, in most cases being over 20 years of employment with the university, may be a consideration for this finding. Also, the number of employees that identified their generational cohort as Traditionalist was relatively small and that could account for the findings in the data as well.

In reviewing employee tenure as it relates to employee engagement, an interesting finding came to light. Employee tenure was only statistically significant for two of the three factors of employee engagement: absorption and vigor. It is often assumed that employees with longer tenure have greater dedication to the workplace, however, the data for this study shows that is not the case.

Dedication. Conclusion #6: Employee engagement factor of dedication was not statistically significant for longer tenured employees:

While both vigor and absorption were statistically significant for those with longer tenure showing that employees are engaged in at two of the three factors representing engagement, dedication was not significant. There could be several factors at play for this outcome, including, those that are closer to retirement might not be as "dedicated" to the workplace as those faculty and staff that have been with the University for a shorter tenure. Also, a consideration, the questions asked on the survey relating to dedication was focused on meaning, purpose, enthusiasm, inspiration and challenge. These items might be interpreted as being harder to achieve when an employee has been in the same position without any duty changes for a longer period of time than someone who is newer to the work. An additional consideration may be due to burnout on the job, which would lead to lower scores in the area of dedication. Additional research might be able to pinpoint the cause for this finding, specifically, does the longer an employee works make their engagement stronger or weaker.

Recommendations

Recommendations for practice. As the population ages, staying healthier as they age and working longer, human resources professionals and higher education administrators will need to be more aware of the changing dynamic among the generational cohorts in the workplace. The importance of four and in some cases five generations in the workplace at the same time should not be overlooked as it relates to employee engagement, job satisfaction and overall work product. In Maslow's hierarchy of needs (1943) the first level of motivation is basic needs, in the workplace this

manifests in pay of the employees. If the pay an employee is making does meet the basic

needs of the employee then engagement will not be obtained. Herzberg's theory (1959)

follows Maslow's theory in that the extrinsic motivation, money, must be met before the

employee looks for intrinsic motivation to sustain engagement and job satisfaction. This

study focused on the higher levels of motivation that both Maslow (1943) and Herzberg

(1959) found once basic needs are met. The study used the employee engagement factors

of vigor, absorption and dedication as intrinsic values based on Herzberg and motivation

to reach the higher levels on Maslow's hierarchy of needs scale, which focus on

belonging, esteem and finally self-actualization. In order for an employee to reach these

levels they need to feel supported at work and have high levels of the three factors of

employee engagement.

In order to encourage and promote employee engagement for faculty and staff

administrators should keep in mind both Maslow and Herzberg's theories and ensure a

fair living wage is being paid to all faculty and staff. Once that is accomplished

administrators should then focus on the other areas of motivation that would lead to

higher levels of engagement which include:

1. Ensure employees have a working environment that encourages open dialogue
    and discussion.

2. Allow employees to interact with their peers in a way that develops and creates
    energetic workplaces.

3. Inform employees of their role in the larger vision and mission of the institution
    and how that vision is possible with their input.

4. Remember that employees thrive in work that is challenging and inspiring and ensure that employees can be proud of the work they are doing.

5. Provide an environment that encourages employees to become engrossed in their work, ensuring they have the tools, skills and knowledge needed to perform at the highest level.

6. Ensure employees are well versed in what all four generational cohorts offer to the workplace through training and cross-generational teams.

Recommendations for further research. The study undertaken by the researcher has added to the literature in a variety of ways. First, the study looked at employee engagement in the higher education environment at the University of Arkansas-Fayetteville through the lens of generational cohorts and job satisfaction. Second, it confirmed the Utrecht Workforce Engagement Scale (UWES) in a higher education environment, which had not been done previously with this sample size. Lastly, it integrated the theories of both Maslow's hierarchy of needs (1943) and Herzberg's (1959) motivation-hygiene theory into a model of employee engagement.

While this study has added to the literature, employee engagement, job satisfaction and generational cohorts are a changing and fluid research topic. In order to stay abreast of the ever-changing work environment it is important to continue the research from this study. Based on the results of this study the University of Arkansas-Fayetteville has a relatively engaged population, however, the survey sample comprised only 17.2% of the overall population of faculty and staff. Further research should strive to include *a more robust sample* that encompasses a greater percentage of faculty and

staff. Having a larger number of respondents would give the researcher better insight

into engagement and job satisfaction and the relationship among generational cohorts.

Further research should include *adding additional demographic questions* that

would focus on gender, race, faculty or staff and department location. These factors

could be used to further understand the differences between males and females and how

they are engaged in the workplace. Also, by determining the department location the

researcher would be able to identify areas on the campus with a greater need for training

and those that could be used as a model for engagement. Another possibility would be to

use the survey in areas that are having specific issues with turnover, absenteeism, and

presenteeism to determine if engagement would increase, as issues were eliminated.

Expanding the research to *include how engagement, job satisfaction and*

generational cohort affect job performance would be the next step for this line of inquiry.

The assessment of job performance using in-role and extra-role performance to measure

whether or not employees feel motived to perform extra duties or just those that are

necessary for the essential functions of the job (Gruman & Saks, 2011).

In addition, *expand research to other institutions* would allow for a broader

interpretation of the data. Expanding the research to include both 4-year institutions as

well as 2-year institutions would also allow for a sample that more accurately represents

higher education and would examine broader patterns within higher education.

Final Thoughts

Employee engagement is a term that has been overused in the human resources

field, but its importance to employee satisfaction should not be overlooked. Khan (1990)

defined employee engagement in the literature as follows:

> Personal engagement is the simultaneous employment and expression of a person's "preferred self" in task behaviors that promote connections to work and to others, personal presence (physical, cognitive, and emotional), and active, full role performances. (p.700)

The concept was further discussed in the literature by Schaufeli and Salanova (2007). How could these researchers have begun to imagine the great deal of attention that employee engagement has received from human resource professionals, consultants and the media as well as the controversy over the definition of employee engagement? However, one thing that all researchers have agreed upon is the importance of employee engagement on organizational success and the employees' personal satisfaction at doing a job that is fulfilling (Gruman & Saks, 2011). Using the results of the employee engagement survey is the best way to determine what interventions may be needed to encourage and develop employee engagement.

Generational cohorts are another area that is widely discussed in the media as well as by human resource professionals and consultants. In reviewing the data from the U.S. census it is apparent that Americans are an aging population that is living longer, working longer, and according to the results of this study, staying engaged in the workplace longer. Regardless of the reasons employees are staying in the workforce longer the importance to the success of the organization should not be overlooked. Recognizing the value and attributes of the different and distinct generations in the workplace will encourage better understanding between and among all employees. This study found overwhelmingly that generational cohorts preferred to work with those that are in the same generational cohort, however, as the traditionalists and Baby Boomers age and leave the workforce the need for all the generations to work together is even more important. In order to encourage interaction across the generational cohorts human

resource professionals and administrators will need to find ways to train employees on the value of each generation. This will improve relationships among the generations, increase engagement and could be a way to increase job performance.

Finally, employee engagement, generational cohort, and job satisfaction all are important for universities, as well as other organizations, to understand and to measure in order to facilitate a stronger and more productive workforce. As competition increases for students, and federal, state and private dollars become harder to acquire universities must find more effective ways to work with faculty and staff to increase engagement and job satisfaction.

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APPENDICES

APPENDIX A – UNIVERSITY OF ARKANSAS IRB APPROVAL

February 26, 2014

MEMORANDUM

TO: Barbara Abercrombie

FROM: Ro Windwalker
                                IRB Coordinator

RE: New Protocol Approval

IRB Protocol #:   14-02-525

Protocol Title: *Multigenerational Workforce Satisfaction: Relationship
                                between Generational Cohorts and Employee
                                Engagement in Higher Education*

Review Type: ⊠ EXEMPT ☐ EXPEDITED ☐ FULL IRB

Approved Project Period: Start Date: 02/26/2014 Expiration Date:
02/25/2015

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (http://vpred.uark.edu/210.php). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 4,418 participants. If you wish to make *any* modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes.   All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 210 Administration Building, 5-2208, or irb@uark.edu

Oklahoma State University Institutional Review Board

Date: Thursday, February 20, 2014

IRB Application No ED1414

Proposal Title: Multigenerational Workforce Satisfaction: Relationship between Generational Cohorts and Employee Engagement in Higher Education

Reviewed and Processed as: Exempt

Status Recommended by Reviewer(s): Approved   Protocol Expires: 2/19/2017

Principal Investigator(s): APPENDIX B – OKLAHOMA STATE UNIVERSITY IRB APPROVAL

Barbara Abercrombie   Lynna Ausburn

923 N Highland Ave   257 Willard

Fayetteville, AR 72701   Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45

CFR 46.

The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1.Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size,

recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms

2.Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.

3.Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and

4.Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sheila Kennison, Chair

Institutional Review Board

Informed Consent Document

Multigenerational Workforce Satisfaction: Relationship between Generational Cohorts and Employee Engagement in Higher Education

Investigators:
Barbara A. Abercrombie will be conducting the survey and will be responsible for obtaining informed consent through this online survey under the advisement of Dr. Lynna Ausburn, faculty advisor. Barbara has a Bachelors Degree in Science, Masters Degree in Human Relations and is a PhD candidate in Education.

Purpose:
The purpose of this research survey is to examine the relationship between generational cohort and employee engagement in higher education. You are being asked to participate as members of the faculty and staff of the University of Arkansas in Fayetteville. The information being sought is about your generational cohort identity and how you feel in the workplace.

Procedures:
The areas the survey will cover include generational cohort and employee engagement. You will be asked to complete a short online survey that will take approximately 30 minutes. The questions will include information about your age, generational identity and employee engagement in the workplace. You will also be asked basic demographic information including age, education level and number of years you have worked for the University of Arkansas Fayetteville.

Risks of Participation:
There are no known risks associated with the project which are greater than those ordinarily encountered in daily life.

Benefits:
Participating in this research study will further knowledge of how faculty and staff work together at the University of Arkansas in Fayetteville. However, there are no expected personal benefits to participating in the survey.

Confidentiality:
Your responses will be kept completely anonymous. The researcher will not know your IP address when you respond to the internet survey. The information gathered from the survey will be kept on an encrypted flash drive in a locked cabinet in the researchers home office. An executive summary ofthe data collected will be available for anyone who is interested in seeing the summarized results.

Compensation:
  There will be no compensation given for participating in this survey.

Contacts:

The primary investigator may be contacted at Barbara Abercrombie 923 North Highland Ave. Fayetteville, AR 72701; cell phone 918-859-2676, office phone 479-575-2159 or email barbara.abercrombie@okstate.edu. The principal investigators advisor may be contacted at lynna.ausbum@okstate.edu.

If you have questions about your rights as a research volunteer, you may contact Dr. Sheila Kennison, IRB Chair, 219 Cordell North, Stillwater, OK 74078,405-744-3377 or irb@okstate.edu.

Participant Rights:

Participation in this online survey is completely voluntary and subjects can discontinue the research activity at anytime without reprisal or penalty. Participants may choose to skip questions they do not feel comfortable answering.

By beginning the survey, you acknowledge that you have read this information and agree to participate in this research. You are free to withdraw participation at any time without penalty. Thank you for your time.

APPENDIX C – SURVEY

Employee Engagement

At my work I feel bursting with energy.

Never   Almost Never --   Rarely -   Sometimes –   Often -   Very Often -- A few   Always -
             -   A few times a   -   Once a   -   A few   -   Once a   times a week   - Everyday
                 year or less.   month or l   times a month   week
                                        ess

I find the work I do full of meaning and purpose

             Almost Never -- A few   Rarely -   Sometimes -- A few
             -   Once a month
                 times a year or less   or less   times a month   Often -- Once a week Always -- Everyday
        Never

Time flies when I am working

             Almost Never -- A   Rarely -   Sometimes -   Often -   Very Often -- A few
Never   few times a year   -   Once a   -   A few   -   Once a   times a week   Always -- Everyday
                                        month   times a month   week

At my job I feel strong and vigorous.

             Almost Never -- A
             few times a year or   Rarely -   Sometimes -   Often -   Very Often -- A few
                   less   -   Once a   -   A few   -   Once a   times a week   Always -- Everyday
Never   month or less   times a month   week

I am enthusiastic about my job.

             Almost Never -- A   Rarely -   Sometimes -   Often -   Very Often -- A few
             few times a year or   -   Once a   -   A few   -   Once a   times a week   Always -- Everyday
                   less   month or less   times a month   week
Never

When I am working I forget everything around me.

Never | Almost Never -- A few times a year or less | Rarely - - Once a month or less | Sometimes - - A few times a month | Often - - Once a week | Very Often -- A few times a week | Always -- Everyday

My job inspires me.

Never | Almost Never -- A few times a year or less | Rarely - - Once a month or less | Sometimes - - A few times a month | Often - - Once a week | Very Often -- A few times a week | Always -- Everyday

When I get up in the morning I feel like going to work.

Never | Almost Never -- A few times a year or less | Rarely - - Once a month or less | Sometimes - - Once a month or less | Often - - Once a week | Very Often -- A few times a week | Always -- Everyday

I feel happy when I am working intensely.

Never | Almost Never -- A few times a year or less | Rarely - - Once a month or less | Sometimes - - A few times a month | Often - - Once a week | Very Often -- A few times a week | Always -- Everyday

I am proud of the work that I do.

Never | Almost Never -- A few times a year or less | Rarely - - Once a month or less | Sometimes - - A few times a month | Often - - Once a week | Very Often -- A few times a week | Always -- Everyday

I am immersed in my work.

Never | Almost Never -- A few times a year or less | Rarely - - Once a month or less | Sometimes - - A few times a month | Often - - Once a week | Very Often -- A few times a week | Always -- Everyday

I can continue working for very long periods at a time.

Never	Almost Never -- A few times a year or less	Rarely - - Once a month	Sometimes - - A few times a month	Often - - Once a week	Very Often -- A few times a week	Always -- Everyday

To me, my job is challenging.

Never	Almost Never -- A few times a year or less	Rarely - - Once a month or less	Sometimes - - A few times a month	Often - - Once a week	Very Often -- A few times a week	Always -- Everyday

I get carried away when I am working.

Never	Almost Never -- A few times a year or less	Rarely - - Once a month or less	Sometimes - - A few times a month	Often - - Once a week	Very Often -- A few times a week	Always -- Everyday

At my job, I am very resilient, mentally.

Never	Almost Never -- A few times a year or less	Rarely - - Once a month	Sometimes - - A few times a year	Often - - Once a week	Very Often -- A few times a week	Always -- Everyday

It is difficult to detach myself from my job.

Never	Almost Never -- A few times a year or less	Rarely - - Once a month or less	Sometimes - - A few times a month	Often - - Once a week	Very Often -- A few times a week	Always -- Everyday

At my work I always persevere, even when things do not go well.

Never	Almost Never -- A few times a year or less	Rarely - - Once a month or less	Sometimes - - A few times a month	Often - - Once a week	Very Often -- A few times a week	Always -- Everyday

How satisfied are you currently at work?

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Satisfied	Very Satisfied
How satisfied are you currently at work?							

Which of the following best describes you?

I have a strong sense of independence and a distrust of authority. I believe in my ability to manage myself and my work and value an employer that understands and appreciates this about me. I want to be recognized as an individual and valued for what is unique about me.

I believe in and rely on fast paced technology and expect information from my employer. I enjoy being connected to technology both in the workplace and at home. I expect my supervisor to be knowledgeable about my job as well as their own.

I believe in a strong work ethic and am extremely loyal to my employer. I believe in traditional values both at work and in the home. I think anything can be accomplished with hard work and a strong sense of the American Dream. I am very dependable and at ease in dealing with other people.

I want to have a good work/life balance from my employer. I understand and appreciate change, knowing it leads to opportunity. I excel at the chance to broaden my scope of skills and education.

Which of the following best describes the coworkers with which you prefer to work?

I have a strong sense of independence and a distrust of authority. I believe in my ability to manage myself and my work and value an employer that understands and appreciates this about me. I want to be recognized as an individual and valued for what is unique about me.

I believe in and rely on fast paced technology and expect information from my employer. I enjoy being connected to technology both in the workplace and at home. I expect my supervisor to be knowledgeable about my job as well as their own.

I believe in a strong work ethic and am extremely loyal to my employer. I believe in traditional values both at work and in the home. I think anything can be accomplished with hard work and a strong sense of the American Dream. I am very dependable and at ease in dealing with other people.

I want to have a good work/life balance from my employer. I understand and appreciate change, knowing it leads to opportunity. I excel at the chance to broaden my scope of skills and education.

In what year where you born? Please put only the year.

How long have you worked for the University of Arkansas - Fayetteville

O Less than a year

O 1-5 years

O 6-10 years

O 11-15 years

O 16-20 years

O 21 years or more

VITA

Barbara A. Abercrombie

Candidate for the Degree of

Doctor of Philosophy

Thesis: MULITGENERATIONAL WORKFORCE SATISFACTION: RELATIONSHIP BETWEEN GENERATIONAL COHORTS AND EMPLOYEE ENGAGEMENT

Major Field: Occupational Education

Biographical:

Education:

Completed the requirements for the Doctor of Philosophy in Occupational Education at Oklahoma State University, Stillwater, Oklahoma in July 2014.

Completed the requirements for the Masters in Human Relations, University of Oklahoma, 1999

Completed the requirements for the Bachelor of Science in Criminal Justice and Psychology, Northeastern State University, Tahlequah, Oklahoma 1993

Experience:

2012- Present: Associate Vice Chancellor for Human Resources, University of Arkansas-Fayetteville

2007-2012 – Director of Human Resources, University of Oklahoma-Tulsa

2003-2007 – Director of Human Resources, Northeastern State University

Professional Memberships:

SHRM – Society for Human Resource Management
CUPA-HR – College and University Professional Association for Human Resources
Kappa Delta Pi – International Honor Society for Education
Phi Chapter of OTT – Omicron Tau Theta at OSU