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I. Statement on Oath

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This thesis is done in cooperation with two master students of the Faculty of Psychology (Laura Knuppertz, BSc and Jennifer Nowotny, BSc). The data set is shared, but research questions and hypotheses are completely independent.

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III. Introduction

This master thesis deals with relations between Generation Management and Organizational Culture.

The need for Generation Management rose within the last decades due to the fact that the demographic allocation within the labor market has become much more heterogeneous than it was before. Members of those generations have different needs and beliefs, which may potentially lead to conflicts. Therefore it would be helpful for every organization to have a set of guidelines that highlight organizations in which Generation Management has been successful as well as those, in which intervention is needed.

The aim of this master thesis is to develop such guidelines, by examining if it is possible to identify if there are differences between the organizational cultural type and the successful integration of all generations, respectively.

First the two main aspects, Generation Management and Organizational culture are described from a theoretical perspective. Consequently, those two aspects are connected and analyzed empirically.

Theoretical Background

1. Problem Setting

The working world has changed rapidly over the last decade. While some persons still start working from a tender age, most people retire later than they used to. As a result, the demographic allocation within organizations is more heterogeneous than it was before. It is predicted that this transformation process is very likely to continue over the next decade. Whilst life expectancy rises further, the birth rate decreases simultaneously. As such, it is expected that within the next years, the share of older members on the labor market will increase heavily, while the share of the younger generation will decrease. (Laidlaw and Pachana, 2009)

Many authors argue that concurring generations have different values, beliefs, characteristics and attitudes to work. (Kupperschmidt, 2000; Twenge et al., 2010; Benson and Brown, 2011; Parry and Urwin, 2011; Cogin, 2012) This phenomenon gives rise to new challenges affecting opportunities for cooperation between members of different generations. This highlights the need for Generation Management.

The main objective of Generation Management is the successful integration of members of all ages in order to avoid conflicts and ensure a smooth cooperation within the workplace. (Twenge and Campbell, 2008) This integration process is applied differently throughout many organizations. Therefore, it would be helpful for every organization to have a set of guidelines that highlight organizations in which Generation Management has been applied successful. And on the other hand, organizations in which interventions are needed.

In order to provide such a guideline, it is necessary to understand organizational differences and to classify them. Even if there is a great variety of organizations, it is possible to categorize them according to different aspects such as organizational culture. The organizational culture influences an organization as a whole in areas like management, relationships among employees and communication within and outside the company. This is the reason why it can be assumed that the type of organizational culture has an influence on how the integration process would unfurl.

Reviewing the literature stream of generation management, as well as the literature stream of organizational culture, both fields are rich in content, analysis and detail. However, the combination of the two fields is hardly investigated. Due to the fact that the integration process is such an important task, it would be most helpful to know how the integration

process can be arranged most successfully to suit particular organizational environments or cultures.

Therefore, this thesis is concerned with the relation between Generation Management and Organizational Culture.

2. Generations at work

While some people still start working from a tender age most people retire at a later age, than their predecessors did. Therefore the demographic allocation within organizations is often a lot more heterogeneous than in the past. (Ulrich, 2001) Twenge and Campbell (2008) state that generation differ in terms of technological know-how as well as in psychological behavior. If those differences are not only observed, but rather managed and synthesized as part of the daily routine, organizations stand to be more successful, especially in today's economy. Ignoring these differences could spell organizational deficiency and failure. Therefore, one of the most important tasks in every organization is the successful integration of members of all ages in order to avoid conflicts and ensure cooperation.

This chapter aims to give an overview of various generations at the labor market, and thereafter, explains how this integration process may already be adapted.

2.1. Definition of the term Generation

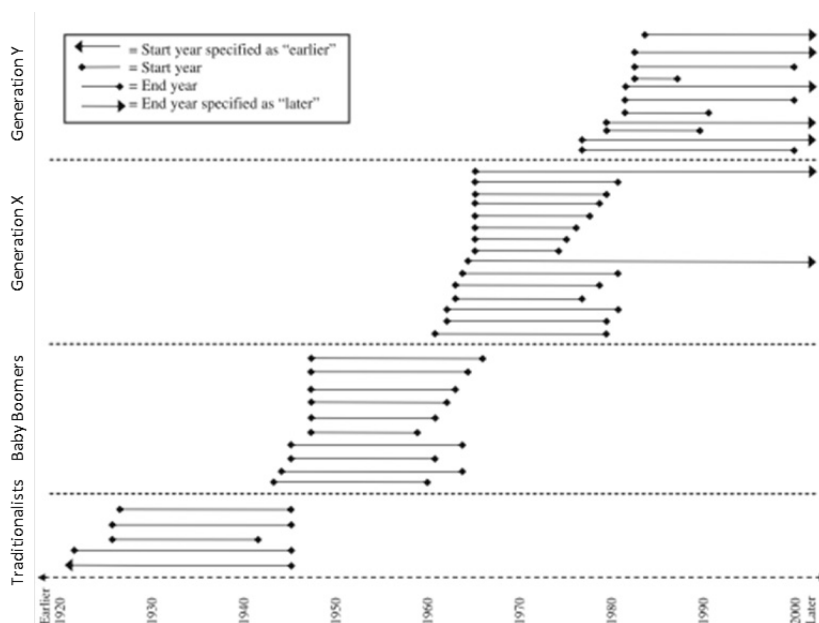
The term generation has already been discussed for several years. Mannheim (1952) defined a generation as a group of people who were not only born within a certain time frame, but also experienced similar incidents. This distinguishes the term "generation" from the term "cohort"; terms which have, up to now, been often used interchangeably. According to Smola and Sutton (2002), every member of a generation underwent similar social and economic events. It can be assumed that those events shape the personality, thoughts, beliefs and values of a person. Furthermore, members of a generation are generally raised by parents belonging to the same generation and therefore share similar traditions and values. They are surrounded by a similar level of technological progress and the same media channels which might influence them as well. (Twenge et al., 2010) These experiences may lead to a similar way of thinking and behavior within a generation. (Kupperschmidt, 2000) Twenge et al. (2010) argue that a person's thoughts and beliefs are particularly shaped at an early age. Therefore the exact boundaries between generations can only be drawn in retrospect. It is important to take

into consideration that social and economic circumstances differ enormously across various geographical places, precluding the possibility of drawing a homogenous arrangement all over the world. (Schumann and Scott, 1989) Within this thesis, a generation classification within the Western society is assumed.

2.2. Generations at the labor market

Reviewing the literature, it is possible to identify four generations participating in the current labor market. Even if the classification of most authors regarding generations is similar, the exact timeframe of births differ in each study. (Hansen and Leuty, 2012) According to Zemke et al. (2013), researchers hold different opinions on the selection of events which characterize a generation. Still, most researchers agree on an approximate timeframe. (Hansen and Leuty, 2012) Costanza et al. (2012) draw a figure in order to illustrate this problem. They show that there are different definitions, but apart from a few spikes, the definitions are actually quite similar. Therefore it is possible to compare the findings of different studies. The figure below shows the interpretations of the four generations in different studies according to birth years. Taking a look at Generation X and Y it is even possible to not draw a border between Generation X and Generation Y. However, generally it can be said that the time frame of birth years is quite similar within the range of studies presented.

Figure 1: Birth years of generations according to different studies

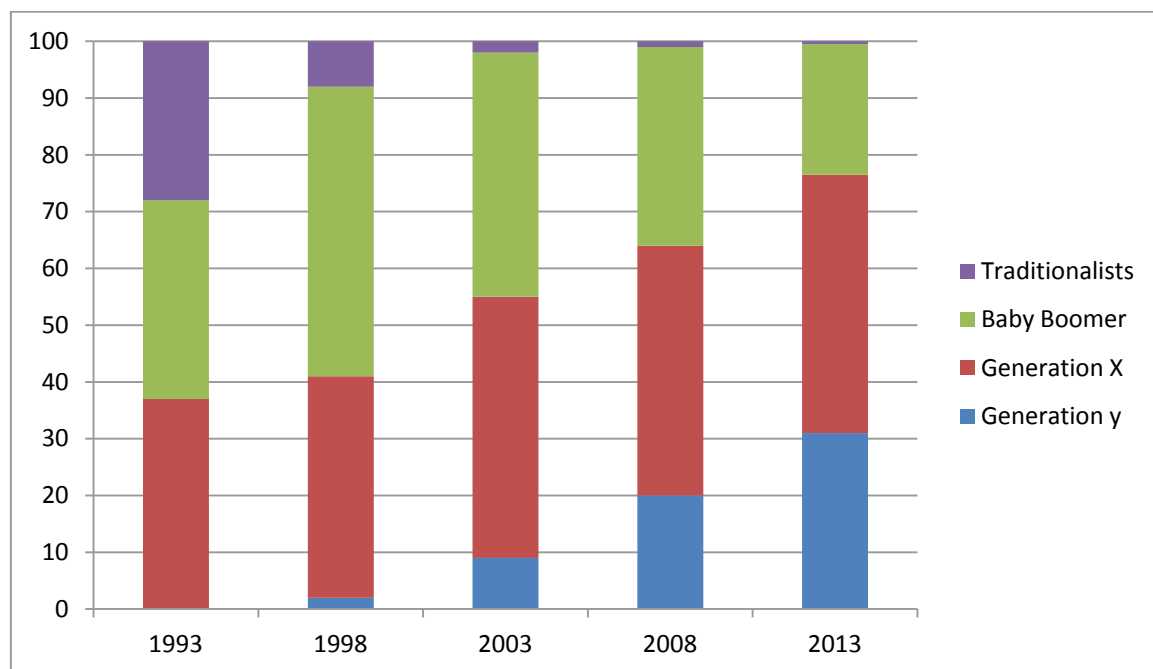


Comment: This figure compares the interpretation of generations from different studies according to their birth year (Costanza et al., 2012)

The oldest generation on today's labor market is the generation of the Traditionalists. Even if this generation is slowly disappearing from the job market, they are still briefly described for the sake of completeness. Most researchers agree that Traditionalists were born between 1925 and 1945. This generation is followed by the Baby Boomers, born between 1946 and 1964. Generation X was born between 1965 and 1980. The youngest representative generation on the labor is called Generation Y, born from 1981 on. (Lancaster and Stillman, 2002)

The following figure provides an overview about the distribution of generations on the Austrian labor market. As already mentioned, the share of the Traditionalists is slowly diminishing and they are hardly present in today's labor market. Scanning the statistics on the generation of the Baby Boomers reveals that their share of the labor market is declining as well. Meanwhile, the share of Generation X has stayed more or less constant and represents the greatest percentage on the labor market. The share of Generation Y is currently on the rise and is, within the next years, set to be dominant. But new studies such as Kaur (2014), state that Generation Y is soon going to be ousted by a new generation.

Figure 2- Distribution of Generations on Austria's Labor Market



Comment: Own exposure according to data of Statistik Austria (2015)

According to Kaur (2014), the generation which has not entered the labor market yet is called Generation Z, also called the “digital generation”. Within his study he describes that members of this generation are born in the mid to late 90s. He states that Generation Z differs from Generation Y because they are not only shaped by technological progress, but also by the availability of the internet and social media like Twitter and Facebook. The existence of Generation Z has so far been acknowledged by only a handful of authors and not much research has been done on this generation. Furthermore, the oldest members of the generation are not even twenty years old and therefore are hardly existent in today’s labor market. That is why this generation is not relevant for this thesis, and is thus excluded on purpose. Kaur (2014) still illustrates that within the field of generational study there will be a lot more to investigate within the coming years, as generation Z moves into the labor market.

2.2.1. Traditionalists

The oldest generation on the labor market is called “Traditionalists”. Generally it can be said that this generation is slowly disappearing from the market. But some authors still suggest that they are part of it. (Kapoor and Salomon, 2011; Crumpacker and Crumpacker, 2007) One example where Traditionalists still play a major role is family businesses. According to Filser et al. (2013), it is often hard for the founder of a family business to relinquish power to the next generation. Härtel et al. (2009) also state that for such businesses, succession is crucial in order to continue existing.

Traditionalists were born before 1945. (Lancaster and Stillman, 2002) The generation can also be called the Silent Generation, Matures or Veterans. They spent their childhood and youth during World War II and experienced the end of the Great Depression. (Hahn, 2011) Consequently, many Traditionalists grew up in poverty and political insecurity. Many members of this generation witnessed terrible events, and were even victims. (Kapoor and Salomon, 2011) Growing up during that period meant adherence to a very strict value system. One example would be the fact that men were responsible for financially sustaining the family, while women stayed at home to clean, cook and care for the children. Furthermore, a lot of families were shaped by strict hierarchical structures, which were usually oppressively patriarchal in nature. (Crumpacker and Crumpacker, 2007)

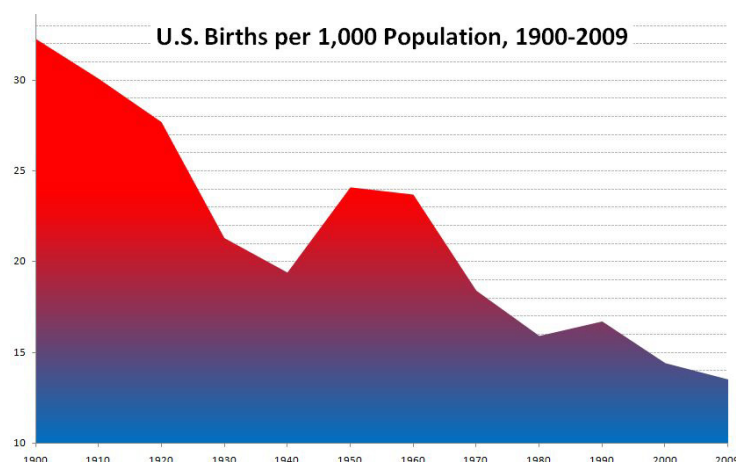
To sum up, Traditionalists are shaped by an era full of dramatic events and experiences. Eisner (2005) describes characteristics of this generation and states that Traditionalists tend to be very loyal to a company. In addition, it is said that both management and colleagues can

rely on the members of this generation. Traditionalists often have a high degree of tacit knowledge and are therefore seen as a unique resource. Cugin (2012) describes the generation as very subservient. They accept hierarchical structures easily, which might be the result of how they were brought up. Still, members of this generation are confident about their own abilities and want to use them. In addition, Traditionalists think about the welfare of their colleagues and put their own needs behind the need of the others. (Artley and Macon, 2009) Members of the generation Traditionalists are known for not avoiding drudgery. (Hahn, 2011)

2.2.2. Baby Boomers

The origin of the name Baby Boomers is due to the increased birth rate after World War II. (Edge, 2013) According to Hansen and Leuty (2012) this birth boom is responsible for the fact that this generation counts most members within the United States. The figure below shows that the birth boom started in the 1940s and had its peak between 1950 and 1960. There are several explanations as to why this boom happened. (Wilson, 2003) On the one hand, it is discussed that the end of the war and an increased sense of security encouraged people to start a family in order to preserve and pass on this feeling. Another explanation is that many eligible young men of marriageable age were conscripted to the military service. Therefore after the war, there were two generations planning families. This can also be inferred from the figure below; the years of the baby boom somehow compensate the preceded downturn in birth rates. It needs also to be taken into consideration that health care improved and therefore infant mortality declined. (Zemke et al., 2013)

Figure 3: Birth rate of Baby Boomers in the U.S. between 1900 and 2009



Comment: Points and Figures (2014)

Smola and Sutton (2002) also call this generation Boomers. Taking a closer look at the figure of the generational distribution on the labor market, it is easy to see that this generation is slowly following the Traditionalists into retirement. In Austria they still count for about 20% of the labor force. (Statistic Austria, 2015) However, this number will diminish quickly within the next few years. According to Jorgensen (2003), most members of this generation are retiring between 2010 and 2020. The exact delineation differs within the literature, but according to Lancaster and Stillman (2002) Baby Boomers were born between 1946 and 1964. Due to the fact that the war ended in 1945, this generation grew up under entirely different circumstances as their predecessors. According to Crumpacker and Crumpacker (2007), their upbringing was shaped by more security and far better perspectives. Still, Baby Boomers have the history of their parents in mind and are therefore grateful for their circumstances and rather optimistic about their own perceptions and goals. According to Kupperschmidt (2000) Baby Boomers are a generation of revolution; because they did not want to experience the terrible events their forebears did, they rather fought for freedom and peace. Edge (2013) states further that most members of this generation were either participants or witnessed many demonstrations for less authority in the political system. However, their parents were mostly members of Traditionalists and therefore Baby Boomers often grew up in very traditional families. Men were still in charge to provide financial support, while women often stayed at home. Most families were shaped by a hierarchical order and strict rules. (Zemke et al., 2013) This generation is further shaped by events like the Woodstock festival, the Vietnam-War and feminist movements. (Smola and Sutton, 2002; Jora and Kahn, 2014) Baby Boomers were the first generation growing up influenced by television and substantial changes in regard to technical progress. (Hahn, 2011)

Similar to Traditionalists, Baby Boomers represent values such as loyalty and honesty. (Gursoy et al., 2008) It is not uncommon that a Baby Boomer stays in the same company for a long time. However, by working together with Generation X they seem to have adapted and are more willing to change their workplace than they used to. (Jorgenson, 2013) Members of this generation are also willing to accept hierarchical structures and authorities within their working environment. That might be because Baby Boomers were brought up in families dominated by hierarchical structures and they are therefore used to them also within their working life. (Gursoy et al., 2008) The generation is described as being very ambitious and high-flying. This may be a result of the fact that their parents had to fight for welfare. Therefore Boomers often have the feeling that they have to be grateful for every chance life

offers and should achieve as much as possible. (Hahn, 2011) According to Eisner (2005), this generation measures their achievements in tangibles. Baby Boomers are said to be willing to sacrifice parts of their private life in order to be economically successful. (Kapoor and Solomon, 2011) According to Zemke et al. (2013), Baby Boomers favor success over free time and are therefore often called “Workaholics”. This may result in Baby Boomers making judgements on the younger generation because of their prioritization, which is especially different in terms of working ambition. Also, since the generation of Baby Boomers grew up before substantial technological changes, this might be the reason why they prefer face-to-face contact over virtual-contact. (Cogin, 2012)

2.2.3. Generation X

It is often said that Generation X does not reveal as many characteristics as the other generations mentioned before. Furthermore, it is argued that this generation is not shaped by a number of memorable events. That is why, according to Edge (2013), this generation is also labelled as Sandwich Generation, being born and raised between Baby Boomers and Generation Y. This generation is sometimes referred to as Slacker Generation, because members of Generation X represent different working values compared to their predecessors. Especially members of Baby Boomers often criticize their attitude towards work, as they cannot be denoted as “Workaholics”. (Gursoy et al., 2008)

Generation X is also known under the names Gen X or Gen Xers. (Gursoy et al., 2008) According to Lancaster and Stillman (2002), members of Generation X were born between 1965 and 1980, but the exact dates are also inconsistent within literature. In terms of members, they represent the smallest of the four generations. (Crumpacker and Crumpacker, 2007) Members of Generation X were the first children who, in many cases, grew up with two working parents. (Smola and Sutton, 2002) Yrle et al. (2005) go even further and assume that a big number were brought up by only one parent because of quickly increasing divorce rates. Relating to the fact that parents of Generation X can be mostly counted as being members of the generation Baby Boomers, it can be assumed that working had a high priority within the families. This implicates that members of Generation X were often on their own at an early stage in their life and their parents were involved relatively little in their development. Therefore Cogin (2012) argues that members of Generation X often grew up with a lack of stable traditions but still appreciate reliable family structures. This generation was much more influenced by technology and media as compared to the two previous generations. Members

of Generation X grew up playing the first video games, watching MTV and owned one of the first computers at home. (Hahn, 2011) Generation X is also shaped by events such as the occurrence of AIDS and the Gulf War. (Hansen and Leuty, 2012) Furthermore, they experienced staff reductions and insecurity on the labor market. That might be the reason why members of this generation particularly appreciate job security. (Murray et al., 2011)

Even if it is true that Generation X members were not shaped by events as defining as of previous generations, they have still been shaped in several ways. Gen Xers experienced the work attitude of their parents and in comparison may be less disciplined and work-averse. Generation X sees work-life balance as a very important factor and values quality time. (Hahn, 2011) Still, members of Generation X are very eager to keep on studying in order to be successful in what they are doing. Gen Xers expect appreciation for everything they do at work and school. (Gursoy et al., 2008) According to Crumpacker and Crumpacker (2007), due to the lack of family structures, members of Generation X are not willing to work under authorities and do not want to accept hierarchical structures in a way that Baby Boomer did. They want to personally succeed themselves and being independent while doing so. For most members of this generation career is more important than being loyal to a company. Therefore members of Generation X are impatient to reach set goals and would rather leave the company than waiting for a promotion. This implies that loyalty is less important than it used to be. (Jorgensen, 2003) The term success is defined differently; it is rather a measurement in terms of professional development than tangibles. It is often said that Gen Xers prefer to be working on their own, instead of working in a team. (Cogin, 2012) Further, Kupperschmidt (2000) discloses that members of Generation X possess high competence in technology. In addition, Gen Xers are known to be able to do more than one task at a time and to prioritize the right tasks at the right time. This generation is very willing to accept changes in their life and even supports them. Murray et al. (2011) states, that member of this generation are very eager to keep a work-life-balance, ensuring enough time for leisure activities with their families. (Murray et al., 2011) Generation X is the first generation to question procedures and processes within an organization and do not hesitate to also question older members of a company. (Jorgenson, 2003; Gursoy et al., 2008) On the other hand, member of this generation also want to get feedback for the work they do. It is often said that members of Generation X are very impatient and want to get things done as quickly as possible. (Kapoor and Solomon, 2011)

Summing it up, members of Generation X are more demanding than Traditionalists or Baby Boomers. Even if they do not want to invest more time than is deemed necessary in their work, it is still an important attribute to be successful and getting promoted. For Gen Xers it is not easily possible to accept routines without scrutinizing them first. This generation is not afraid of change. Quite the contrary, Gen Xers are even willing to promote as much change as possible. (Gursoy et al., 2008) Due to the fact that a lot of Gen Xers did not have the chance to spend a lot of time with their parents, they represent similar attitudes regarding family and traditions as Traditionalists and want to pass on those values to their own children. (Hansen and Leuty, 2012)

2.2.4. Generation Y

The currently youngest generation on today's labor market is Generation Y. According to Schullery (2013), economic growth has led to a second birth boom resulting in the large size of Generation Y. This generation differs from the previous generations in several ways. Schullery (2013) even argues that differences between Generation Y and all the other generations are more substantial than differences among the other generations. Hahn (2011) states, that Generation Y was always surrounded by technological progress. Therefore, authors such as Smola and Sutton (2002) assume that this might be the most important factor regarding observed differences. Lancaster and Stillman (2002) specify that members of Generation Y are born from 1981 until now. Authors as Parry and Urwin (2011) share a similar point of view and state that they are born from 1982 on until now. However, recent studies show that authors as Kaur (2014) are convinced that the next generation, Generation Z, is already on the rise, and will soon replace Generation Y as the youngest generation on the labor market. Whether or when this will happen is irrelevant here, as Generation Z has of this moment, not entered the labor market in Austria in any significant way.

Generation Y is also called Millennials, Generation Next, Generation Net, Echo Boomers or Digital Natives. (Crumpacker and Crumpacker, 2007; Kapoor and Solomon, 2011; Bolton et al., 2013) This generation also name themselves as the Non-Nuclear-Family Generation, Cyber Kids and Nothing-Is-Sacred Generation. (Martin, 2005) Names such as Digital Natives, Cyber Kids and Generation Net derive from the fact that by now Generation Y is the only generation growing up in a world full of technological achievements. Therefore this generation is shaped by technology from birth onwards. (Bolton et al., 2013) This results in the fact that members of Generation Y have often more technological knowledge and

especially information technology than their parents or superiors. This makes the situation very unique; there are many things which members of the older generations could learn from Generation Y. (Martin, 2005) Members of this generation are used to information being available twenty-four hours a day. Furthermore Generation Y is also connected to the outside world most of the time, as almost every member has owned a cell phone from their early youth onwards. (Edge, 2013) Eisner (2005) even states, that members of Generation Y are often connected to the internet more than six hours a day. Apart from being shaped by technology, there are several other events recorded, shaping members of Generation Y. For example, Millennials experienced the fall of the Berlin Wall, the Columbine Massacre and the September 11th attacks, constituting a part of their shared psychological experiences. (Hahn, 2011; Crumpacker and Crumpacker, 2007; Bolton et al., 2013)

In addition, it can be said as well that family circumstances of Generation Y changed. Generation Y was brought up in a totally different way than Baby Boomers and Generation X were raised. While Baby Boomers grew up under great authority and hierarchical order, Gen Xers were left to their own devices. In contrast, members of Generation Y are mostly supported by their parents and encouraged to find own ways to manage their life. Furthermore, Millennials were often allowed to scrutinize the family structure and express needs and desires. (Noble et al., 2009) According to Hahn (2011), it can be added that members of Generation Y were supported from an early age in academic and non-academic fields. Members of Generation Y hardly ever saw anyone fighting for opportunities and therefore it is said that they take the possibility to choose out of many options and opportunities in life for granted.

The fact that Generation Y grew up in a very different environment to their ancestors gives an explanation for differences in values and lifestyle. Due to their strong background in technological developments, it is said that Generation Y members prefer virtual work over face-to-face communication. Many members of this generation state that personal meetings are often a waste of time. (Edge, 2013) Hahn (2011) points out that part of their attitudes tend to be similar to Generation X. However, their attitudes tend to be even more extreme. Especially when pertaining to work-life balance. It is said, that Generation Y has the view that it is necessary to have a job in order to afford the kind of lifestyle they want. (Cennamo and Gardner, 2008) According to Twenge et al. (2010), the number of people stating that enough days of vacation is crucial for their job satisfaction, doubled from Baby Boomers to Generation Y. This increase could be based on the fact that Baby Boomers did not have any

reference values and did not consider that work-life balance could be conceived differently. Also, according to Schullery (2013), Generation Y has by far the highest demand for a clear separation of work and leisure. Moreover, Generation Y is less driven than Generation X and would prefer more free time over a higher salary. (Kapoor and Solomon, 2011) Bolton et al. (2013) go even further in their argument and claim that members of Generation Y even demand both, a high salary and more free time. Besides that development, Kapoor and Solomon (2011) describe Generation Y as self-confident and ambitious. Regarding loyalty, members of Generation Y act similar to members of Generation X. If it is not possible to get promoted in an organization, Millennials would not hesitate to look for a job opportunity at another company. Members of Generation Y would even go further; it is said that they are even willing to retrain for another job in order to get the chance of new opportunities. (Gursoy et al., 2008) As Generation Y was allowed to question structures at home, they also do so at work and hence may irritate or even displease older colleagues in the organization. (Cogin, 2012) Arsenault (2004) further states that studying and development is seen as a lifelong process. Even if a great number of Millennials graduate from well-known universities, they are willing to take on new studies and develop even further. Even if members of Generation Y are not willing to loom with long working-hours, they want to impress through performance and education. Members of generation Y often intend to be part of the management. That is because Generation Y sees responsibility not as a burden, but rather as a desire. (Martin, 2005)

2.3. Critical Discussion

There are many studies publishing findings on the differences of generations, but it is also necessary to take a critical examination on those studies. There are many authors engaged in examining differences regarding attitude, values and lifestyle. (Gursoy et al. 2008; Cogan, 2012; Hahn, 2011; Twenge et al. 2010) Even if there are a number of researchers disclosing significant differences (Cennamo and Gardner, 2008; Smola and Sutton, 2002; Twenge et al. 2010), there are also authors as Parry and Urwin (2011) claiming that there are as many previous studies which do not show any significant differences. Cogan (2012) tries to find a compromise by stating that on the one side it is possible to exhibit differences between generations, but it is important to keep in mind that different values and attitudes are clearly not only shaped by the timeframe of birth.

There are also other authors critically examining this topic. It is important to consider that when talking about generations, one usually refers to stereotypes within a generation. (Posthuma and Campion, 2009) Kupperschmidt (2000) adds that it is also important to keep in mind that difference in values, attitudes and beliefs never only derive from social and economic events. Personal events and experiences have as much influence on a person. Another criticism is that the terms cohort and generation are often used interchangeably. However, a cohort only represents the years of birth, while a generation takes defining events into account as well. Furthermore, even using the term “Western society”, taking a more precise look on the United States and Europe, one can see that both are shaped by different events. This raises the question if it is even possible to classify generations in the same way. In addition it is stated that it is not easy to distinguish between “age effects” and “period effects”. Age effects are described as the transformation of values and attitudes as someone gets older. In contrast, a “period effect” is described as the difference in values and attitudes caused by events happening in an early stage of someone’s life. Twenge et al. (2010) try to examine this question by administering a questionnaire asking high school students the same questions about values and attitudes over a timeframe of 30 years. Twenge et al. (2010) aim to demonstrate, that differences occur because of a period effect, not because of a time effect. Several authors trace all differences back to a period effect, without even considering a time effect. (Hahn 2011; Gursoy et al., 2008; Hansen and Leuty, 2012) As a consequence, those studies leave open the question whether the differences between Generation Y and Traditionalist would still be as considerable when comparing members Generation Y 40 years from now to Traditionalists from today. On the other hand, as Twenge and Campbell (2008) suggest, integrating different generations in the current labor market is very important, and so it does not really matter which of the two effects drive the differences.

Another issue that obscures classification is the fact that it is not always clear to differentiate people born on the edge between two generations to the right group. For instance Benson and Brown (2011) argue that people, who are born at the very beginning or the very end of a generation, might tend to belong to the other generation, according to their values and beliefs, as the one they are accounted to. Kapoor and Solomon (2011) also state that people born on the edge of two generation might adopt characteristics of either generation. According to Benson and Brown (2011) this makes it even harder to prove if there is an actual difference between generations.

2.4. Integrating different generations into the working environment

The differences mentioned between generations shed light on the fact that it is not always easy to integrate the needs of all generations in the everyday life within an organization. There are different strategies to counteract the formation of problems between generations. (Kilber et al., 2014; Kyles, 2005)

From a management perspective, there exists a wide range of personnel development tools in order to develop employees in an organization. (Scholz, 2014) Some of those tools can be re-designed in a need-oriented manner to fulfill generational needs. Taking a closer look on them, there are several tools which can be especially useful in order to facilitate the integration process between different generations. According to interviews which were conducted by Denner (2014), there are several tools used by companies such as mentoring and reverse-mentoring programs and providing the possibility to exchange experiences. Furthermore, feedback talks and mixed-generation events outside of working hours may be helpful. In addition, job rotation, leadership development, generational mixed teams, productive aging and partial retirement are mentioned. Taking a closer look at those tools, they can be split into two groups: more structured and rather social tools.

More structured tools are planned in more detail and the contact between older and younger team members is arranged. The tools job rotation, mentoring and reverse mentoring programs, leadership development and partial retirement teams count as rather structured tools.

On the other hand, social tools are mostly less organized and develop over time and are of a more organic nature. They can be seen as opportunity to get in contact, but not as an arrangement. Feedback talks, events outside of the working time, productive aging and the possibility to exchange experience have a rather social character. Even if generational mixed teams are planned in advanced, it is also seen as rather social tools. This is because of the fact that interaction within a team happens rather spontaneous.

These tools are discussed in the following paragraphs.

2.4.1. Job Rotation

Job rotation gives the opportunity to experience more than one field within a company. This is often used when entering an organization. On the one hand, it should give an overview about all the tasks which are anchored in the working environment. On the other hand, it can also help in finding the right field to work in. (Paschen, 2004). This tool can be especially useful to integrate a younger, less-experienced generation into the organization.

2.4.2. Leadership Development

The opportunity for leadership development aims to provide training for the management level. This is especially important when dealing with delicate topics in an organization. Leadership development programs should help the person in charge to keep an overview. In addition, it trains one to be better able to make the right decisions and seek appropriate channels of assistance, in the case that the position is overly demanding. (Avolio, 2010) According to Twenge and Campbell (2008), the integration of different generations is an especially important issue for the leadership level. Therefore, a leadership development program with focus on generation management could help to execute this process successfully.

2.4.3. Mentoring and Reverse Mentoring

Another strategy to improve cooperation between generations are mentoring programs. These can be held either as a standard or as a reverse mentoring program. Niemeier (2009) defines mentoring as the possibility to get support from someone who has already gained more experience in a certain field. In the case of a standard mentoring program, an older employee, who has already worked for the company for several years, would be assigned to a younger and inexperienced colleague to give him advice. This program should help to minimize the need to ask for help. According to Martin (2005), members of Generation Y often have more know-how in fields of IT and social media. That is why reverse mentoring can be useful as well. In this program, a member of Generation Y is the mentor and should guide one of the older employees. The member of Generation Y should especially help older members of the organization to gain knowledge and experience on the computer, the Internet and social media. (Ellis, 2013)

2.4.4. Partial Retirement

One specific principle is partial retirement. This means that a person of one of the older generations does not retire at once, but first cuts short his working hours. This tool should help young employees to take on management responsibilities, but at the same time still receive advice from older colleagues. For members of the older generation it could ease the transformation into, for instance, the acceptance of power loss. (Nimscholz et al., 2011)

2.4.5. Exchange of Experience

According to Kyles (2005), it is very important to take the time to listen to each other and exchange experiences. That is because every generation is shaped by different events and therefore experienced different things within their personal and professional career. The exchange of experience events may be beneficial for both for the younger and the older generations within an organization. Due to the fact that this is so important, it would be possible to arrange meetings especially for this purpose. The difference to a mentoring program is the fact that there is no particular mentor assigned, but instead relies on flexible and organic networks communication. The main difference to feedback is the fact that employees get the chance to learn from someone else's work instead of improving their own work.

2.4.6. Feedback among team members

Adams (2005) examined the effect of feedback. She states, that employees tend to give more feedback to colleagues they feel close to than to other colleagues around them. When talking about generations, it easily happens that members of one generation feel closer to one another within the same generation, rather than feeling close to members of different generations. In an interview according to Denner (2014), the possibility of giving feedback to everyone in a close working environment was explored and its importance highlighted. The utility of feedback hinges upon two factors – its purpose and its degree of constructiveness. The main difference to the tool “exchange of experience” is that giving feedback has the purpose to examine another person and think critical about his work instead of talking about someone's own experiences.

2.4.7. Generational Mixed Events

It is often said, that it is important that different generations work compatibly together. (Twenge and Campbell, 2008) But in order to do so, it is also important that people within an organization actually get to know each other in order to be aware of one another's strengths and weaknesses. Therefore it is customary in some organizations to organize social events, to get to know the other team members. Those events may be out of working hours in order that people feel free and reveal more of their true selves.

2.4.8. Generational Mixed Teams

According to Scholz (2014), it is important to think about the formation of the team in a generational context. Karakowsky et al. (2004) examined the impact of mixed teams according to gender. They state that it can have positive influence to create heterogeneous teams. This might be also true for generational differences. Generational conflicts often derive from the fact that people never actually worked together but are full of prejudices. To counteract this problem, it can be a good idea to mix teams in order to provide possibilities to experience the particular working qualities of other generations themselves. Furthermore, a different attitude to work may provide opportunities of reconciliation within a team. Obviously this may also lead to differences and conflicts, which makes the use of other instruments obligatory.

2.4.9. Productive Aging

Another tool which might be used is productive aging. This term is relatively fluid. It consists of the promotion of members from the older generations whilst also taking care of their health. Furthermore it is important to show other members of an organization how much they can learn from the older person in their organization and how important it is to support one another. (Morrow-Howell et al., 2001)

3. Organizational Culture

An organization can be classified according to several factors. One very important factor is the organizational culture which represents the number of artifacts, assumptions, values and rituals an organization is driven by. (Awal et al., 2006; Nutt, 2005; Kissack and Callahan, 2010; Schein, 1980) This chapter aims to give a definition of this term and furthermore gives an overview of common approaches in this field.

3.1. Definition of the term “Organizational Culture”

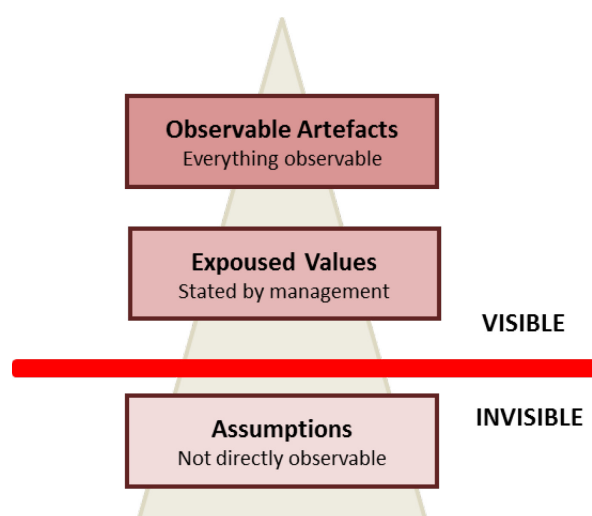
The term organizational culture was first discussed in the 1950s even if the main concept goes back even further. (Jacques, 1951) According to Schein (1980), it is not easy to define the term itself, because it is used very widely. Still, it can be said that organizational culture is a guideline of a company shaped by artifacts, assumptions, values and rituals (Schein, 1980; see also: Awal et al., 2006; Nutt, 2005; Kissack and Callahan, 2010). Organizational culture can hardly be formed on purpose. Rather, it develops over time and is passed on from member to member (Yldiz, 2014). According to Awal et al. (2006), understanding the organizational culture of a company aids in making decisions and ascertaining which field of the organization requires changes and adaptations in order to stay competitive. On the other hand, culture may need to be changed in order to fulfil arising strategic needs. Changing an organization's culture is not easy, as the basic values and beliefs of the company as a whole have to be changed. According to Hofstede and Hofstede (2005), it is very important to examine the culture of an organization in order to understand certain processes, which are not shown on the surface. What makes an organizational culture so unique is the power to navigate an organization without setting concrete rules and regulations. That is because the organizational culture should be anchored deeply in its members' thoughts. Schein (2004) tries to build a framework on how to examine an organization's culture. This framework is going to be discussed in more detail within this master thesis.

There are several authors defining dimensions of organizational culture and in consequence are building a framework to identify cultural types. One model is constructed by Weissmann (2004). This model is of particular interest due to the fact that he builds his model out of several approaches as for example the approach of Handy (1976) and Harrison (1972) and Deal and Kennedy (2000), which are also discussed in the next paragraphs.

3.1.1. Schein's concept of organizational culture

Schein (1980) designed a concept regarding organizational culture, which is nowadays widely accepted and often used to explain the basic idea of organizational culture. Schein (1980) states, that culture is shaped by history and events, experienced by a group of people, or, in the case of organizational culture, by members of the organization. Forming a culture can be seen as a learning process on how to deal with tasks and problems. Therefore, implementing a learning model may help to shape a culture. Due to the fact that many organizations are not homogenous and are divided into many different divisions, it is possible that a number of subcultures arise. Those subcultures can easily exist next to each other. Schein (1980) designs a model in order to investigate an organizations culture. As shown in the figure below, Schein (1980) defines three layers, which form the culture of an organization: observable artifacts, exposed values and basic underlying assumptions.

Figure 4: Three layers of culture according to Schein (1980)



Comment: Own Exposure according to Smart (2010)

Artefacts refer to everything that is easy to examine. Artefacts are visible for the outside; an example would be designs and manners. The next layer consists out of values which are less visible and hardly shown on the outside. Values are the reason why things are done in a certain way; they are often influenced by the management. The third category is assumptions. According to Schein (1980), assumptions are deeply integrated into an organization's culture. Assumptions are normally never visible and therefore very hard to observe. Still, they form an important part of an organizations culture.

3.1.2. The cultural model of Deal and Kennedy

While Schein (1980) builds a model in order to understand organizational culture, there are many authors trying to categorize certain cultural types. An example is the cultural model of Deal and Kennedy (2000). This model consists of two dimensions covering feedback and reward vs. risk. The dimension feedback and reward describes the speed of how quickly or slowly people get response for their actions. In contrast to that, the dimension risk describes the willingness to take on risks. The figure below shows, that out of the two dimensions, four culture types can be derived: “Work-hard, play-hard” culture, “tough-guy macho” culture, “process culture” and “bet-the-company” culture. (Deal and Kennedy, 2000)

Figure 5: Cultural Modell according to Deal and Kennedy (2000)

		RISK	
		LOW	HIGH
Feedback & Reward	RAPID	Work-hard, play-hard culture	Tough-guy macho culture
	SLOW	Process culture	Bet-the-company culture

Comment: Own Exposure according to Deal and Kennedy (2000)

The cultural type “work-hard, play-hard” is shaped by fast feedback & reward and low risk. Within this culture there is very little uncertainty and processes are often executed very quickly. Compared to that, the tough-guy macho culture type is also shaped by fast feedback & reward, but also by high risk. Within this culture, the focus rather lies on the present and decisions are not planned in advance. The cultural type “process culture” can be described by getting slow feedback and reward from the surrounding and taking on only low risk. Within this culture, it is not easy to make changes. There is often a high level of bureaucracy, rules and regulations. The type “bet-the company” is shaped by high risk and slow feedback & reward. Therefore it is possible to plan long-term changes, but everything needs to be planned in very great detail. Normally, processes are rather slow. (Deal and Kennedy, 2000)

3.1.3. The cultural model of Handy and Harrison

Like Deal and Kennedy (2000), Handy (1976) and Harrison (1972) also developed a cultural model consisting out of four cultural types. The authors distinguish between a power orientation, a role/form orientation, a task/achievement orientation and a person/support orientation. The power orientation describes a culture, in which power is only allocated to the upper level. The structure can be visualized as spider web, which is controlled by the center. The role/form orientation is found in highly bureaucratic organizations. The importance of hierarchy and status is very high, the organization is very stable and there is a big number of rules and regulations. Within a task/achievement orientation, the organization is normally split between project teams. The hierarchical level is usually quite low; a typical organization for this form is a matrix organization. The last cultural type described by Handy (1976) and Harrison (1972) is person/support orientation. In organizations shaped by this approach, the members of the organization themselves are in the focus. Within the organization there is a high degree of self-organization.

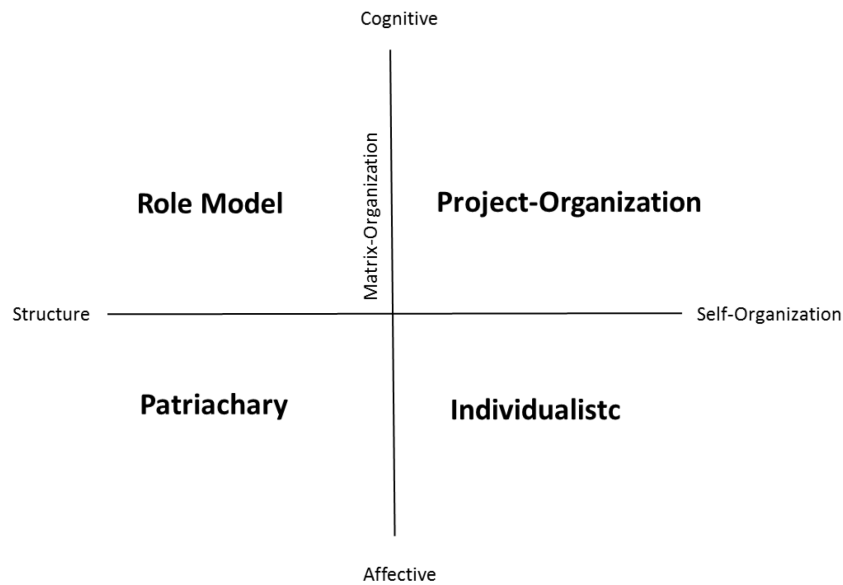
3.2. The cultural model of Weissmann

As stated above, there are many studies aiming to confirm certain culture types. Weissmann (2004) combines different approaches within his dissertation.

Because of this fact his study is of particular interest and is used as model for the empirical research in this thesis, Weissmann's (2004) work is discussed in more detail. Weissmann (2004) designs a questionnaire in order to assign companies to a certain cultural type. He examines several approaches and outlines the underlying structure. Taking into account authors as Deal and Kennedy (2010), he hypothesizes that there are two main dimensions which can be used to distinguish organizational culture. These dimensions are: hierarchy vs. self-organization and affective vs. cognitive. The dimension type hierarchy vs. self-organization has the strongest explanatory power in order to distinguish organizational cultures. This dimension is among others strongly characterized by power, patriarchy, hierarchy and bureaucracy. The second dimension, affective vs. cognitive, is not characterized as easily and therefore varies among cultural studies.

Weissmann (2004) uses these two dimensions and designs a framework out of the cultural types: role model, project-organization, patriarchal, individualistic and one mixed form, the matrix organization, shown in the figure below.

Figure 6: Integrative cultural types according to Weissmann (2004)



Comment: Own exposure according to Weissmann (2004)

This framework is the point of origin for his empirical study in order to plan his questionnaire. In his first attempt, Weissmann (2004) designed a questionnaire consisting out of 27 items regarding the current state within the organization in terms of “work-to-rule”, “emotionality and openness”, “performance orientation”, “high risk”, “long-term customer orientation”, “rationality”, “missing personnel orientation”, “tradition and history” and “short-term profit adjustment”. In a first step, 110 people were questioned and a cluster analysis yielded the four cultural types patriarchy, self-organization, role model and risk culture. The patriarchy form is highly customer-oriented and decisions are based on rational assumptions. The history of the organization’s founder is of high importance for the organization. In a self-organization culture, the climate is open and tolerant. Such an organization is also highly customer-oriented and individual responsibility is promoted. Furthermore, the efficiency in total is very high. In bureaucratic organizations, there are many rules and regulations. Employees get paid based on age and experience and customer orientation is rather low. The risk culture is shaped by profit orientation. Additionally, short-term success is very important and plans are made on a very short-notice basis. (Weissmann, 2004)

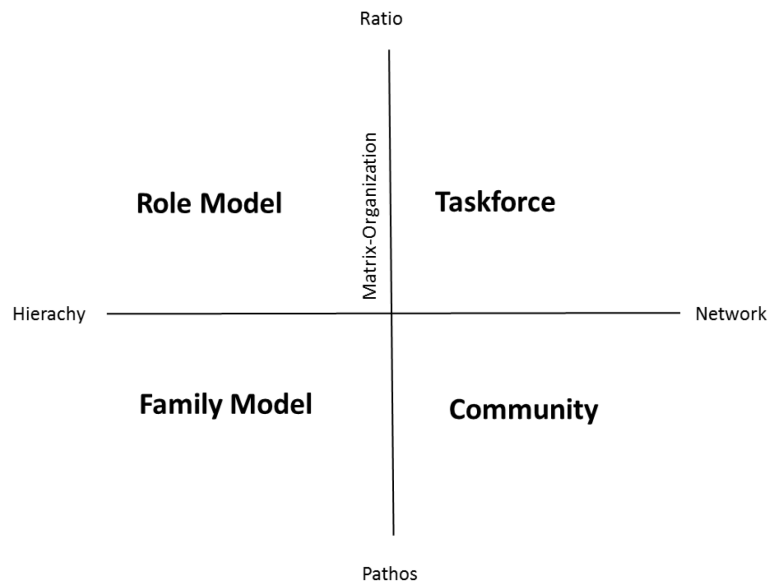
The first attempt of Weissmann (2004) in describing cultural types was further developed in order to design a meta-model to record classic and non-class cultural types. He adds non-

classic items such as animal images and numbers to his questionnaire. Finally, Weissmann (2004) generates a cultural model, which is similar to the theoretical model shown above.

Goldgruber (2012) examines Weissman's work and describes the model in detail. The new model also embraces four cultural types in the dimensions ratio vs. pathos and hierarchy vs. network. The dimension hierarchy vs. network is shaped by factors such as hierarchy, role allocation and power. Organizations which belong to the hierarchy side are often shaped by a high degree of authority and control. Members of those organizations have less freedom within their work and are usually doing only tasks which are officially assigned to them. Every member has to show a certain degree of pro-activeness and a sense of responsibility. The dimension ratio vs. pathos is shaped by factors such as context, time and distance. Organizations close to pathos are usually characterized by open-door policies and the importance of having knowledge of the other members of the organization. For the organization, the past is more important than the future and therefore little is planned in advance. Moreover, if something is planned, those plans are often and easily changed. In comparison, organizations close to ratio pole often contain members of management, who would prefer not to be in contact with the members of the organization at all. Everything is planned in advance and it is hard to change those plans.

Based on these dimensions, Weissmann (2004) identified four cultural types named role model, family model, taskforce and community. The figure below shows the assignment of each type to the dimensions described above. Weissman (2004) argues that there is one major difference to the four types described after his first survey. The cultural types role model, taskforce, family model and community themselves are not ideal types; they illustrate specifications along the dimensions. It can be said that those four types are a mixture and therefore integrate several attitudes. They exhibit similarities to the model of Handy (1976) and Harrison (1972).

Figure 7: Empirical cultural types according to Weissmann 2004



Comment: Own exposure according to Weissmann (2004)

3.2.1. Role Model

The cultural type role model has already been described similarly by several authors. (e.g. Handy, 1976; Harrison, 1972) This type of organizational culture is strongly shaped by hierarchical structures. Members of this culture often do not see much sense in their work. Organizations of the role model type are shaped by insecurity and fear of the future. Furthermore, status, power and authority are of great importance. The organizations are highly bureaucratic and employees are not seen as an important human resource, but rather as an exchangeable work force. In total it can be said that members of this organizations are least satisfied with their work. (Weissmann, 2004)

3.2.2. Taskforce

Similar to the type role model, this type of organizational culture is also already discussed in previous literature as from Handy (1976) and Harrison (1972). The name already explains the most important aspect within this cultural type, as the task themselves are at the focus. Therefore this type is shaped by rational behavior. People are often split into project teams and that is why fewer rules and regulations are needed. The most powerful person in the company is usually the one possessing the most know-how. The organizations are shaped by individualistic values such as intelligence, efficiency and performance. Furthermore, cooperation and tolerance are of special importance. Members of the organization have

friendly contact and casual conversations. Companies are dominated by self-organization, tolerance and openness. Furthermore, long-term customer relations are maintained and the same rules are valid for everyone. Payment is made according to performance and not according to age or experience. (Weissmann, 2004)

3.2.3. Family Model

This cultural type is often found in family businesses. This type of culture was originally named by Trompenaar and Hampden-Turner (1998). Furthermore, it is also described by Handy (1976) and Harrison (1972) under the name power orientation. The culture is on the one hand shaped by rationality, but also exhibits hierarchical structures. This cultural type is shaped by professional appearance; members are ambitious and competent and every step is planned in detail. Furthermore, the level of customer orientation is high, there is a well-known vision and mission statement and personnel development is seen as very important. Also, it is important to know facts about the organization's history and its founder. (Weissmann, 2004)

3.2.4. Community

The last cultural type Weissmann (2004) describes is the community type. A similar type was also described by Handy (1976) and Harrison (1972). This type is characterized by a very high degree of self-organization. The needs and desires of its members are paramount. Within this type of organization, values such as responsibility, harmony, openness, solidarity and happiness are of special importance. Members tend to be open-minded and optimistic. The dress code is rather casual and customer orientation is high. In general, members of this organizational type are the ones that are most satisfied. (Weissmann, 2004)

3.3. Reasons for categorizing organizations according to their cultural type

After examining different cultural theories, the importance of categorizing organizations into cultural types needs to be discussed.

Many researchers have tried to determine in which fields an organization's culture influences processes in that organization. This impact was investigated in many areas, but the integration process of different generations has so far been unexplored. Catanzaro et al. (2010) examine whether the organizational culture of a company has an effect on the attractiveness of a position offered to applicants. Catanzaro et al. (2010) state, that

organizational culture has actually even influence on job applicants. Overall it can be said that job applicants prefer supportive organizations over competitive ones. Making a differentiation between gender, men are more likely to choose a more competitive culture than women. Momeni et al. (2012) examine the question whether there is a relation between the commitment to a company and its organizational culture. Within their study, they found that there is a significant relationship between organizational culture and the personal commitment towards a company. This fact differs also between generations, leading to the question if there is also a relationship between personal commitment, organizational culture and generation. What is more, the culture of an organization coordinates mechanism without the need to set rules for it. (Santos et al., 2012) According to Awal et al. (2006), it is possible to link a successful organizational culture to the competitive advantage of a company. This statement is also supported by Schein (1982), due to the fact that organizational cultures are also strongly influenced by assumptions, which are not directly observable. Kotter and Heskett (1992) go even further and argue that a supportive organizational culture is not only a competitive advantage; it influences the whole company's performance positively. In a similar vein, Yldiz (2014) states that corporate entrepreneurship in an organization is influenced by dimensions of organizational culture.

Summing up those facts, it can be stated that organizational culture impacts wide fields of the organizations. This makes it obvious that organizational culture might also have an impact on the integration process of different generations. However, this fact is observed in many areas, but the impact on generational issues is by now hardly investigated.

That is why the question within this thesis arises - if there is a relation between organizational culture and generation management.

Objectives and Hypotheses

4. Objectives of the study

The main objective of this master thesis is to explore whether there exists a relation between Generation Management and Organizational Culture. Therefore, the two terms were discussed in detail in the previous chapters. Nowadays there are up to four generations on the labor market, but due to the fact that Traditionalists are only found rarely by now, they were only described for the sake of completeness, and will not be considered further. (Hahn, 2011) According to literature, generations differ in terms of their values and approaches. This is the reason why they often have different attitudes towards work, which complicates cooperation efforts, making them difficult to manage. According to Twenge and Campbell (2008), it is one of the most important tasks of a manager to deal with those differences and integrate all members of the organization. There are several personnel development tools to support the integration process.

Because of the fact that organizations also differ from each other in many aspects, this process is dealt with differently in many organizations. An organization is shaped by several aspects. An important aspect is organizational culture, which shapes an organization as a whole. Organizational culture has influence on organizations in fields such as management, relationship among employees as well as the relationship among hierarchies and communication within and outside the company. (Weissmann, 2004) Thus it can be assumed, that organizational culture also influences generation management.

In order to simplify the integration process, it would be helpful to find patterns or guidelines in companies and their culture in which this process already works successfully. Further, it can be investigated if certain organizational types are more likely to introduce tools, or are even more likely to select certain tools in order to support this integration process. This would indicate that this type of organization already has a higher level of awareness of this challenge. It is also the aim of this thesis to investigate if different generations prefer different cultural types. Therefore, three main questions will be answered:

- ➔ Is there a relationship between the organizational type and the attitude towards other generations?
- ➔ Is there a relationship between the organizational culture and the use of tools regarding Generation Management?
- ➔ Do different generations prefer certain cultural types?

4.1. Assumptions and Hypotheses Deduction

As described before, the relation between organizational culture and Generation Management has so far been scarcely investigated. Based on the research literature, the following assumptions can be made:

- In organizations close to the network pole of the network/hierarchy dimension, there is more need for communication among the members. (Weissmann, 2004) That might cause a decrease in prejudices. Therefore it can also be assumed that in this cultural type the attitude towards the other generations is more positive.

H1: *In organizations close to the network pole of the network/hierarchy dimension, the attitude towards other generations is more positive.*

- Next, it can be expected that in organizations shaped by hierarchical structures, the attitude from Generation Y towards the older generations is rather negative, as the hierarchical level depends on age, rather than abilities and expertise. (Weissmann, 2004)

H2: *In organizations close to the hierarchy pole of the network/hierarchy dimension, the attitude from Generation Y is more negative towards older generations.*

- Moreover, the cultural type task force is shaped by casual contacts between members. Furthermore, rules and regulations for everyone and power are assigned to the ones with most expertise, regardless of age and experience in the culture. (Weissmann, 2004) The generation of Baby Boomers is especially still minted by traditions and is used to hierarchical structures, where a lower hierarchical level has to hold on to other rules and regulations. (Cogin, 2012) Therefore, it can be assumed that the attitude towards younger generations is rather negative, compared to other organizational types.

H3: *The closer an organization represents the cultural type taskforce, the more negative is the attitude from Baby Boomers towards younger generations*

- In organizations representing the community organizational type, communication, exchange between employees and development of employees has a high local value. (Weissmann, 2004) Therefore, it can be assumed that there are more tools applied than in organizations with other cultural types.

H4: *The closer an organization represents the “community” type, the more tools regarding Generation Management are applied.*

- Organizations close to the pathos pole of the ratio/pathos dimension are rather driven by emotion than rationality. (Weissmann, 2004) Therefore, it can be assumed that social tools such as generational mixed events, productive aging, the possibility to exchange experience and give feedback and generational mixed teams in order to learn from the other generations, are used.

H5: *Organizations close to the pathos pole of the ratio/pathos dimension, apply more social tools regarding Generation Management.*

- Hierarchical organizations are shaped by rules and regulations (Weissmann, 2004); therefore, it is likely that more structured tools are used.

H6: *Organizations close to the hierarchy pole of the network/hierarchy dimension, apply more structured tools regarding Generation Management.*

- As elaborated above, there are differences in terms of values and working attitude between generations. (Twenge et al., 2010) Therefore, it can be assumed that members of a certain generation might prefer to work in a different type of organization than members of another generation. For Generation Y, a work-life balance is of special importance. Members of this generation do not accept hierarchical structures easily. They represent individual values and like casual contact. (Cogin, 2012) Therefore, it can be assumed that Generation Y would prefer to work in an organization dominated by the cultural types close to the network dimension.

H7: *Compared to Baby Boomers, members of Generation Y prefer to work in organizations closer to the network pole on the network/hierarchy dimension.*

- Generation Y is described as highly demanding and willing to question structures easily. (Cogin, 2012) Therefore, it can be assumed that Generation Y is not as satisfied with the organization they work in, as the other generations.

H8: *Members of Generation Y describe the culture of the organization they work in less similar to the organization they wish to work in as the other types of generations.*

- In comparison, Baby Boomers are described as accepting hierarchal structures and authorities more easily. They are less demanding than their descendants. Baby Boomers are willing to work for their success independent of their surroundings. (Smola and Sutton, 2002) Subsequently, it can be assumed that they are more appreciative of the organizational culture they are working in.

H9: *Baby Boomers describe the culture of the organization they work in more similar to the organization they wish to work in as the other types of generations.*

4.2. Overview of Hypotheses

Regarding the assumptions in total nine hypotheses could be deducted. Therefore, the hypotheses can be categorized into three main fields. This mapping is shown in the table below.

Table 1: Summary of Hypotheses

I.	Is there a relationship between the organizational type and the attitude towards other generations?
H1	In organizations close to the network pole of the network/hierarchy dimension, the attitude towards other generations is more positive.
H2	In organizations close to the hierarchy pole of the network/hierarchy dimension, the attitude from Generation Y is more negative towards older generations.
H3	The closer an organization represents the cultural type taskforce, the more negative is the attitude from Baby Boomers towards younger generations
II.	Is there a relation between the organizational culture and applied tools regarding Generation Management?
H4	The closer an organization represents the “community” type, the more tools regarding Generation Management are applied.
H5	Organizations close to the pathos pole of the ratio/pathos dimension, apply more social tools regarding Generation Management.
H6	Organizations close to the hierarchy pole of the network/hierarchy dimension, apply more structured tools regarding Generation Management
III.	Do different generations prefer certain cultural types?
H7	Compared to Baby Boomers, members of Generation Y prefer to work in organizations closer to the network pole on the network/hierarchy dimension.
H8	Members of Generation Y describe the culture of the organization they work in less similar to the organization they wish to work in as the other types of generations.
H9	Baby Boomers describe the culture of the organization they work in more similar to the organization they wish to work in as the other types of generations.

Empirical Study

5. Method

The focus of this chapter is the description of the empirical study. The research design is introduced and the survey instrument is represented. In addition, the process of pre-test and the main study are explained. Finally, an overview of the sample is given.

5.1. Research Design

This study is a cross-sectional study, due to the fact that all relevant data is collected at one time. People participating in the study are assigned to generational cohorts according to their birth years.

5.2. Survey Instrument

In order to collect the data needed to examine the hypotheses developed within this thesis, a survey instrument was generated. This survey instrument is described in the following pages. The hypotheses refer to the factors organizational culture, generation management and tools which can be implemented in order to facilitate cooperation between generations. Therefore, the survey consists of these three main parts and additionally includes demographic data in a forth part. In order to give a representative impression of the organizational culture, members working in the one team of the same organization are questioned. This implicates the limitation, that it is only possible to measure the sub-culture of the specific team.

The section of organizational culture is based on the dissertation of Weissman (2004). The other three sections of the survey instrument are developed in cooperation with two students of the Faculty of Psychology, University of Vienna, Laura Knuppertz, BSc and Jennifer Nowotny, BSc.

5.3. Data Collection

The data collection of the study is split into two parts.

A pre-test was done between April 1st and April 15th 2015. The objective of the pre-test was the improvement of the questionnaire. The main study started on April 23rd and finished on June 8th 2015.

5.3.1. Success of Generation Management

This part of the survey aims to represent the self-perception and perception of the other generations within an organization. Therefore, the respondents had to assign themselves first to being part of the older or the younger fraction within their team. The part concerning the perception of the own and other generation consists of nine factors: communication and knowledge transfer, commitment, willingness to change, social relations, feedback, attitude to work, productivity, fairness and motivation. For each factors 2 – 3 items were developed. These items are based on questionnaires by Brodbeck and Maier (2001), Kauffeld and Frieling (2001) and Sperka (1997).

5.3.2. Generation Management Tools

As mentioned in the theoretical chapters of this master thesis, there are several tools which can be used in order to support the cooperation of different generations. The participants are asked if the tools mentoring or reverse-mentoring programs, the possibility to exchange experiences, job rotation, leadership development, mixed teams, productive aging and partial retirement are offered. Furthermore, an open question gives the opportunity to mention other tools used in the organization. This question measures the subjective awareness of the tools. The answers of the team members do not prove if the tools are actually available, but rather if employees notice their existence.

5.3.3. Organizational Culture

The items used in this section were developed by Weissmann (2004). He produced a long version of a questionnaire consisting of 27 items. This questionnaire can be reduced to nine items, still explaining around 86% of the organizational culture within a company. (Weissmann, 2004) That is why in this study the nine item version is used, including an extension not only asking for the organizational culture in the company, but also asking for the organizational culture one would like to work in. This makes it possible to evaluate, if the participants are satisfied in their working environment.

5.3.4. Demographics

The last section of the questionnaire asks for demographics. The most important question for this study is the assignment according to birth years. Therefore the participants are asked if they are born before 1964, between 1965 and 1980 or after 1981. Accordingly the participants

are assigned as Baby Boomers, Generation X or Generation Y. Furthermore, the size of the team is asked to assess managerial responsibility. In order to give representation of the sample, the size of the company and the industries the organizations belong to is asked. It was decided to leave out gender in order to keep the survey fully anonymous and furthermore, to only concentrate on generation diversity.

5.4. Pre-test

The pre-test was conducted between April 1st and April 15th 2015. A convenience sample was collected by distributing the questionnaire to friends, family and colleagues. Using this approach a high percentage of Generation Y members was expected.

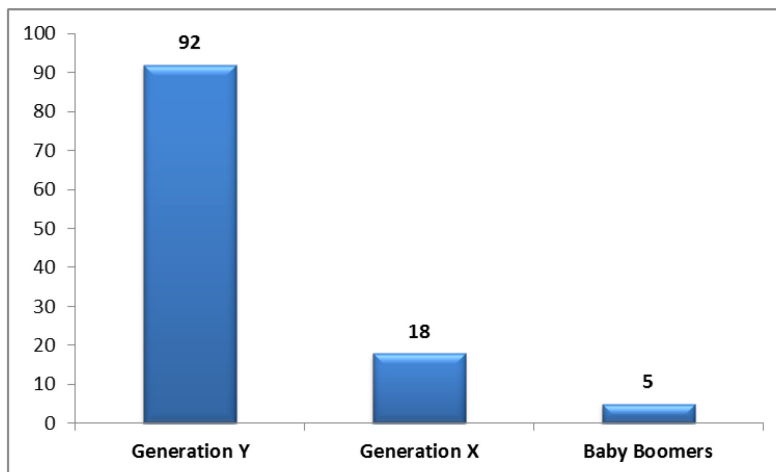
5.4.1. Evaluation procedure

In the first step a clean data set was generated by deleting records with a high number of missing values. Next, negative items were reversed. The distribution of every single item was controlled and an explorative factor analysis was conducted. Finally, the reliability of the subscales was calculated. The organizational culture types were analyzed by using a hierarchical and non-hierarchical cluster analysis. In the final step, generation management tools and demographics were reviewed using the program SPSS Version 23. (Angele, 2015)

5.4.2. Sample of the Pre-test

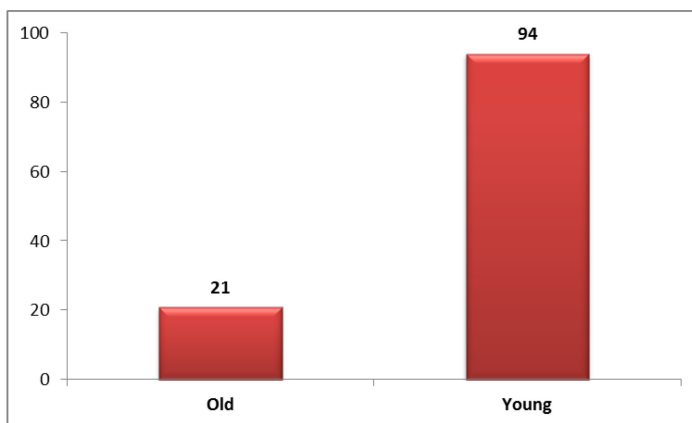
The sample of the pre-test encompasses 151 participants. In a first step this sample size had to be reduced to 116 participants because of missing values. After conducting a box plot one outlier was dropped. Finally 115 participants could be used for the pre-test. Most of the participants can be assigned to Generation Y, 18 are part of Generation X and 5 are part of the Baby Boomers.

Figure 8: Distribution of generations in the pre-test



In comparison to the distribution of generations based on age, 94 of the participants assigned themselves to being part of the younger employees, while 21 see themselves as being part of the elderly working force. All of the Baby Boomers assigned themselves to being part of the elderly generation, most of Generation X assigned themselves to the elderly and only one member of Generation Y assigned himself to the elderly part of the work force.

Figure 9: Distribution of old and young participants in the pre-test



5.4.3. Evaluation of the section success of Generation Management

First, all 27 Items were examined according to feedback of the participants regarding the formulation of the items. Two of the items were dismissed because of the fact that the question is not clear enough and hard to answer for many participants.

In the next step, two other items had to be reversed because of the negative formulation. Afterwards the distribution of the remaining 25 Items was looked at, for old and young, respectively, to check skewedness and kurtosis. As shown in the table below, one item had to be removed because of the high level of kurtosis and also a rather high level of skewness.

Table 2: Distribution of a certain item in the section Generation Management

	Young	Old
Mean	3.88	3.63
Median	4	4
Mode	4	4
Standard Deviation	0.81	0.89
Variance	0.65	0.8
Skewness	-1	-0.34
Standard Error of Skewness	0.23	0.23
Kurtosis	1.99	-0.22
Standard Error of Kurtosis	0.45	0.45

Comment: This table shows the distribution of the item “Die... Teammitglieder gehen vertrauensvoll mit arbeitsbezogenen Themen um” which is deleted because of the value of skewness and kurtosis.

The remaining 24 items were used as input for an explorative factor analysis with a Varimax rotation. For the group of older employees, six factors could be defined, while the items regarding the group of younger employees were summarized into seven factors. The items were aggregated according to loading each item and the content. Finally, six factors could be found which were renamed to “relationship”, “goal orientation”, “team work”, “feedback”, “commitment” and “working attitude”. One item could not be categorized into either of these factors and thus had to be dismissed.

In order to double check the results, another factor analysis using Oblimin rotation was conducted. The table below shows that the resulting factor assignment was very similar and as such confirmed the finding of the first factor analysis.

Table 3: Comparison of the factor analysis using Varimax and Oblimin rotation

	Elderly		Younger		New Factors	New Names
	Varimax	Oblimin	Varimax	Oblimin		
Factor 1	VB 3	SOZ 3	PROD 1	VB 2	SOZ 1	SOZ 1
	VB 4	KOM 3	PROD 2	VB 4	SOZ 2	SOZ 2
	VB 2	SOZ 1	KOM 5	VB 3	SOZ 3	SOZ 3
	AE 3	KOM 2	KOM 4	MOTIV 2	Kom3	
	MOTIV 2		FB 1		Kom2	SOZ 4
Factor 2	PROD 2	BIND 1	VB 2	AE 2	VB 2	VB 1
	KOM 5	BIND 2	VB 4		VB 3	VB 2
	KOM 4	KOM 6	VB 3		VB 4	VB 3
	PROD 1		BIND 2		MOTIV 2	VB 4
			MOTIV 2			
Factor 3	SOZ 2	VB 1	SOZ 2	AE 3	PROD 1	TPERF 1
	KOM 3	VB 2	SOZ 1	AE 1	PROD 2	TPERF 2
	SOZ 1	VB 3	SOZ 3	FAIR 1	KOM 4	TPERF 3
	FB 1	AE 3			KOM 5	TPERF 4
	KOM 2					
Factor 4	SOZ 3					
	FB 3	Motiv 1	FB 3	SOZ 2	FB 1	FB 1
	FB 2	FB 2	FB 2	SOZ 1	FB 2	FB 2
	MOTIV 1	FB 3	KOM 2	SOZ 3	FB 3	FB 3
		FAIR 1			MOTIV 1	FB 4
Factor 5		FB 1				
	BIND 1	PROD 2	BIND 1	MOTIV 2	BIND 1	Com 1
	BIND 2	KOM 5	KOM 3	FB 3	KOM 6	
	KOM 6	SOZ 3		FB 2	BIND 2	Com 2
		MOTIV 2				
Factor 6		PROD 1				
		KOM 4				
	AE 2	AE 2	AE 2	BIND 1	AE 1	
	AE 1	AE 1		BIND 2	AE 2	
	FAIR 1			KOM 6	AE 3	
Factor 7				KOM 3	FAIR 1	
			AE 3	PROD 2		
			FAIR 1	KOM 5		
			AE 1	Kom 4		
				PROD 1		
				FB 1		

Comment: This table shows the factor analysis comparing the solution by using the Varimax and Oblimin solution. The new factors are created according the two findings and are renamed accordingly.

Next, the reliabilities of subscales were analyzed by calculating the internal consistencies (Cronbach Alpha).

Table 4: Reliability test of pre-test sample using Cronbach Alpha

		Number of items	Cronbach's Alpha
Factor 1	Old	4	0.74
	Young	4	0.74
Factor 2	Old	4	0.83
	Young	4	0.74
Factor 3	Old	4	0.69
	Young	4	0.73
Factor 4	Old		0.77
	Young	4	0.72
<i>Factor 6</i>	<i>Old</i>	<i>4</i>	<i>-0.24</i>
	<i>Young</i>	<i>4</i>	<i>-0.25</i>

Comment: This table shows the Cronbach Alpha values of the six new factors. Factor 1 has to be reduced by one item in order to be reliable. Factor 6 has to be dismissed. Factor 1 refers to social behavior, factor 2 to the willingness to accept change, factor 3 to team performance and factor 4 to feedback.

Table 5: Correlation test of pre-test sample using

		Number of items	Correlation
Factor 5	Old	2	0.71
	Young	2	0.71

Comment: This table shows the correlation of factor 5, which refers to commitment.

Factor 1 could not be shown as reliable. Therefore, one item had to be deleted in order to make the factor more reliable (New Cronbach Alpha= 0.74). Factor 2, 3 and 4 were found to be reliable. In order to improve internal consistency, Factor 5 had to be also reduced by one item. Due to the fact that the improved Factor 5 only consists out of two items, a correlation test had to be conducted in order to prove reliability. Factor 6 had to be deleted, as this factor could not be proved reliable. (Cronbach Alpha = -0.24; - 0.25). The four items belonging to this factor were found to be highly inconsistent.

5.4.4. Evaluation of the section Organizational Culture

In a next step, the part on organizational culture was arranged according to the pre-test. First, a hierarchical cluster-analysis was conducted. Taking a look at the dendogram it could be suggested that a 3-cluster solution should be preferred over a 4-cluster solution. Next, a non-hierarchical cluster-analysis was conducted and the cluster distribution confirmed using a 3-cluster solution. The table below shows the distribution of the 4-cluster solution.

Table 6: Distribution of Non-Hierarchical Cluster Analysis with four clusters in the pre-test

Number of cases in each Cluster		
Cluster	1	33
	2	9
	3	50
	4	23
Valid		115

The table above shows that when using a 4-cluster solution, the distribution is uneven as for example cluster 2 consists only of 9 out of 115 participants. In comparison to the 4-cluster solution, the table below shows the distribution of the 3-cluster solution.

Table 7: Distribution of Non-Hierarchical Cluster Analysis with three clusters in the pre-test

Number of cases in each cluster		
Cluster	1	33
	2	47
	3	35
Valid		115

The table above shows that a 3-cluster solution provides a fairly even distribution among all three clusters. In the next step, the three clusters were analyzed; the table below shows the final cluster centers.

Table 8: Three cluster solution of the pre-test

	Cluster 1	Cluster 2	Cluster 3
Im Unternehmen herrscht ein Klima der Toleranz und Offenheit.	4.27	3.57	3.09
Im Unternehmen lacht man oft und ist ausgelassen.	3.94	3.89	2.86
Jeder wird nach seiner Leistung bezahlt.	3.15	2.64	2.09
Pläne werden oft geändert.	2.33	3.96	2.77
Man kann nie sicher sein, was am nächsten Tag auf einen zukommt.	2.12	4.06	2.03
Jeder wird nach dem Alter und der Betriebszugehörigkeit bezahlt.	2.73	2.45	3.31
Das Unternehmen ist charakterisiert durch Bürokratie.	2.27	2.32	3.94
Im Unternehmen wird jeder Euro penibel umgedreht.	2.39	2.83	3.06
Das Unternehmen schaut auf kurzfristige Erfolge.	2.7	2.74	2.74

Comment: This table shows the final cluster centers of the three cluster solution of the pre-test.

Comparing the results of table 10 to the four cultural types of Weissmann (2004), three of the four clusters can be confirmed.

Cluster 1 (Community)

This cluster can be described similar to the “community” cultural type. This cultural type is shaped by an open and friendly atmosphere. Payment is based on performance rather than age. Employees feel secure and are not afraid of future developments.

Cluster 2 (Taskforce)

This cluster represents a cultural type similar to Weissmann’s (2004) type taskforce. The organizations are shaped by a rather open and friendly atmosphere. Yet, the level of uncertainty is also very high in these organizations. Employees are usually afraid of future developments and do not know what they can expect.

Cluster 3 (Family Model / Role Model)

The third cluster can be interpreted as a combination of the cultural type family model and role model. The level of bureaucracy is very high in these organizations. The atmosphere is rather cold and unfriendly. Employees are paid according to age rather than to performance.

Taking a closer look on item 10, it is noticeable that all of the three clusters have a similar specification. It can be said that the explanatory power is quite low and is thus reduced for the actual testing. Instead, three items are added which are, according to Weissmann's (2004) description key items, to identify all four clusters. It can be assumed, that the distribution looks different within the actual test due to the fact that the pre-test mainly consists of Generation Y, which is assumed to rather work in "community" type companies rather than "taskforce" type companies.

5.4.5. Evaluation of the section Generation Management Tools and Demographics

In the last step, generation management tools and demographics are evaluated. Due to the fact that there were no peculiarities there are no adaptations to make.

5.4.6. Adaptions of the Questionnaire

According to the pre-test, several adaptations were made for the part generation management and organizational culture. The part generation management is reduced from nine factors to five factors and from 27 to 18 items. Taking a look on the organizational culture part, there are three clusters instead of four clusters. In order to delineate the clusters more precisely, one item is removed and three items are added instead. The section Generation Management and Demographic has not been changed.

5.5. Main Study

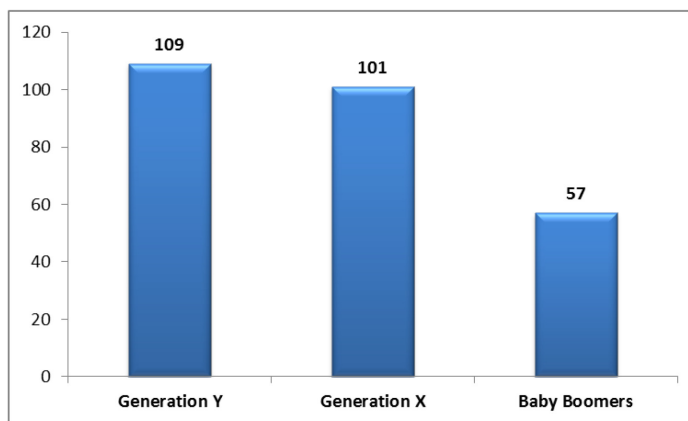
The data collection for the main study was realized between April 21st and June 8th 2015. The sample was collected by friends and colleagues. It was important that at least three members of each organization participated. Therefore the team members of friends and colleagues were asked to complete the questionnaire as well. In addition customers of Albrecht Business Coaching GmbH participated in the study.

First, the data set was cleaned by deleting participants with a high number of missing values. Because of the fact that each organization had to consist of at least three participants, organizations with fewer participants were deleted as well. In the next step, a confirmatory factor analysis was conducted and thereafter the reliability of subscales was calculated. Afterwards, the organizational culture types were analyzed by using a hierarchical and non-hierarchical cluster analysis.

5.5.1. Sample of the main study

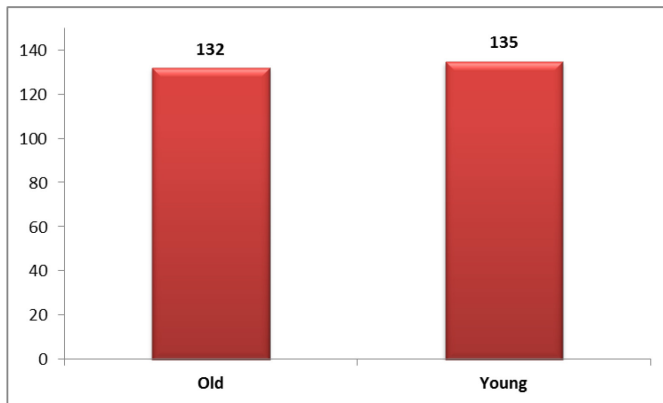
The sample of the main study encompasses 267 participants belonging to 54 organizations. The sample size of Generation Y and Generation X is quite similar with a number of 109 and 101 participants, respectively. Baby Boomers count for 57 participants.

Figure 10: Distribution of generations in the main study



In comparison, the assignment of being an older or a younger participant is almost equal. While 132 participants see themselves as old members of the organizations, 135 see themselves as young members.

Figure 11: Distribution of old and young participants in the main study



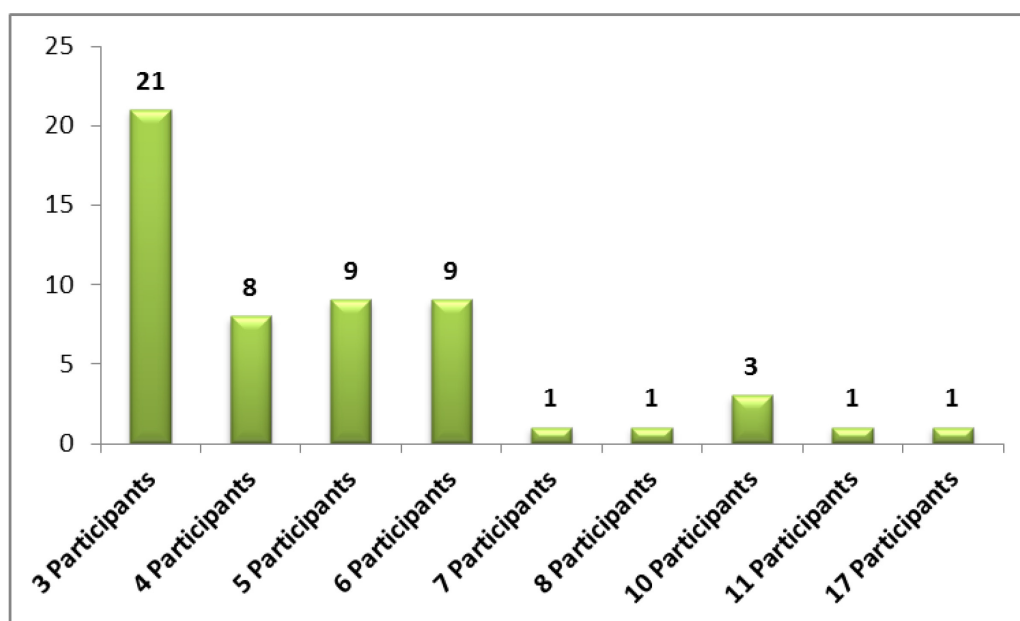
The table below shows how the three generations assign themselves to being old or being young. Most Baby Boomers (except two) assign themselves to being old, while most of Generation Y (except 14) assign them self to being young. About 2/3 of Generation X assign them self to being old, while the rest assign them self to being young.

Table 9: Distribution of Old/Young and Generation in the sample of main study

	Baby Boomer	Generation X	Generation Y	Total
Old	55	63	14	132
Young	2	38	95	135
Total	57	101	109	267

The 257 participants are spread over 54 organizations. There are 21 organizations with three participants each, eight with four participants, nine with five and six participants, one with seven and eight participants, three organizations with ten participants, one with eleven participants and one organization with 17 participants.

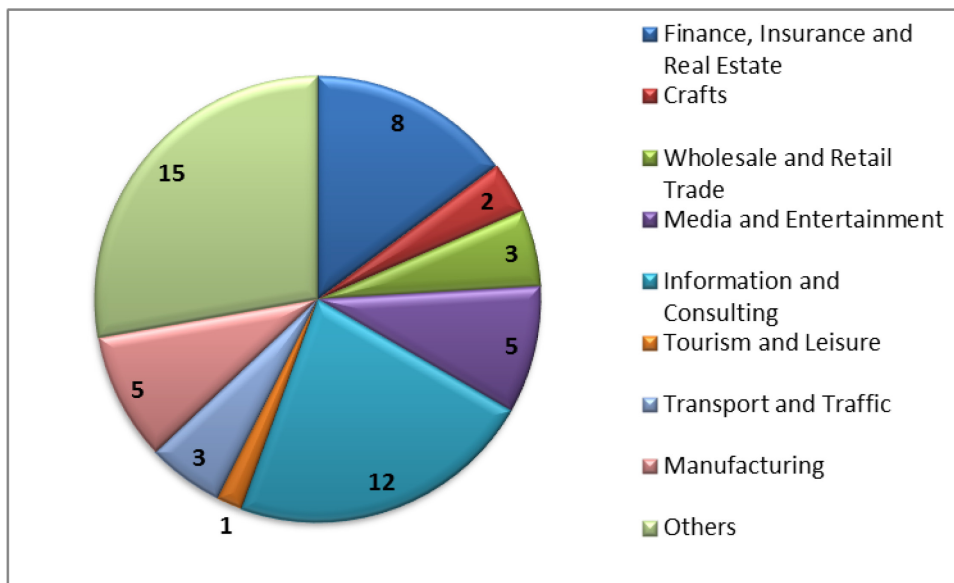
Figure 12: Distribution of organizations according to the number of participants



Comment: This figure shows the distribution of organizations according to the number of participants. According to the figure, most of the organizations have three participants.

The organizations are spread over a wide range of industries. While eight organizations belong to the industries Finance, Insurance and Real Estate, two organizations belong to Crafts, three organizations to Wholesale and Retail Trade, five organizations to Media and Entertainment, twelve organizations to Information and Consulting, one organization to Tourism and Leisure, three organizations to Transport and Traffic and five organizations to Manufacturing, 15 organizations assigned themselves to another industry. This section consists of organizations in the area education and research, ministry and pharmaceuticals

Figure 13: Distribution of organizations according to industries

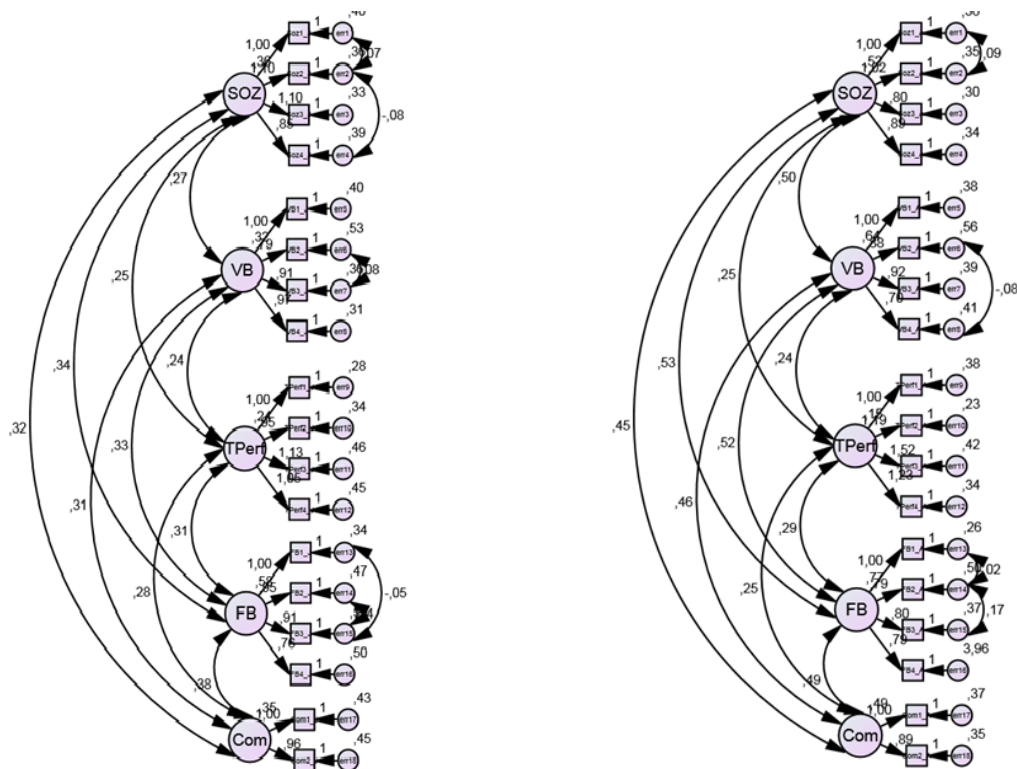


Comment: This figure shows the distribution of organizations according to the industry.

5.5.2. The section Generation Management in the main study

Within the pre-test five factors were identified by using an explorative factor analysis. These factors were all shown to be reliable. Since the factors are theory based, a confirmatory analysis is made to confirm the existence of these factors. To conduct this analysis the program IBM SPSS Amos version 23 is used. (Meyers et al., 2006) The figure below illustrates the analysis. First it was tested if the factors are confirmed by the analysis. In the second step, the model fit was improved by allowing error correlations between items within a subscale. The figures below show the outcome of this analysis. The results of the confirmatory cluster analysis show that the factorial structure can be confirmed.

Figure 14: Confirmatory Factor Analysis young (left) and old (right)



Comment: This figures show the result of the confirmatory factor analysis separate for old and young participants (standardized estimates)

The table below shows the fit indices for the confirmatory factor analyses, separated for “young” and “old” subscales. In general, the fit indices confirm the proposed factorial structure

Table 10: Results of the confirmatory factor analyses

	Old		Young	
	with error correlations		with error correlations	
Chi²/df-Ratio	2.12	1.82	2.11	1.64
GFI	0.9	0.92	0.9	0.93
CFI	0.94	0.96	0.93	0.96
RMSE	0.07	0.06	0.07	0.05
SRMR	0.05	0.04	0.05	0.04

Comment: This table shows the result of the confirmatory factor analysis. GFI refers to Goodness-of-Fit-Index with the recommendation to be above 0.95 (the value is slightly below). CFI refers to Comparative-Fit Index; its value should be above 0.9. RMSE refers to Root-Mean-Square-Error, which value should be low, comparably to SRMR to Standardized-Root-Mean-Residual. The respective right column shows improved fit indices by including error correlations within the subscales, see figure 12.

Next, the reliability of the items was checked. The table below shows, that all five factors are internally consistent (Cronbach Alpha above .70). (Cronbach, 1951)

Table 11: Reliability test of main study sample using Cronbach Alpha

		Number of items	Cronbach's Alpha
Factor 1	Old	4	0.85
	Young	4	0.79
Factor 2	Old	4	0.81
	Young	4	0.75
Factor 3	Old	4	0.73
	Young	4	0.73
Factor 4	Old	4	0.76
	Young	4	0.82

Comment: This figure shows the internal consistencies of factor 1, 2, 3 and 4 of the main test. All four factors are reliable. Factor 1 refers to social behavior, factor 2 to the willingness to accept change, factor 3 to team performance and factor 4 to feedback.

Table 12: Reliability test of main study sample using the correlation

		Number of items	Correlation
Factor 5	Old	2	0.71
	Young	2	0.61

Comment: This figure shows the internal consistence of factor 5 by using the correlation of the two factors. Factor 5 refers to commitment.

The table below shows the descriptive for the five new factors.

Table 13: Descriptive statistics (N, mean, standard deviation) of the five factors in the main study

		N	Mean	Standard Deviation
Factor 1	Old	267	15.38	2.96
	Young	267	15.22	2.71
Factor 2	Old	267	14.07	3.08
	Young	267	15.36	2.47
Factor 3	Old	267	16.52	2.26
	Young	267	15.72	2.40
Factor 4	Old	267	13.87	3.21
	Young	267	13.20	3.13
Factor 5	Old	267	7.94	1.58
	Young	267	7.49	1.50

Comment: The values of factor 5 differ from the other values due to the fact that factor 5 consists only out of two items.

5.5.3. The section Organizational Culture in the main study

In comparison to the results of the pre-test, a four cluster solution is found in the final study sample. Cluster 1 consists out of 65 cases, Cluster 2 out of 62 cases, Cluster 3 out of 58 and Cluster 4 out of 82 cases. Taking a closer look at the table, it is again possible to find similarities to the cultural typologies of Weissmann (2004). Cluster 1 refers to the cultural type family model, Cluster 2 to the cultural type taskforce, Cluster 3 to the cultural type community and Cluster 4 to the cultural type role model.

Table 14: Cultural types according to the data of the main study

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 1	Cluster 2	Cluster 3	Cluster 4
					1	2	3	4
OC1	3.3	4.2	3.7	2.9	/	high	high	Low
OC2	3.2	4.3	3.8	3.1	/	high	high	Low
OC3	2.4	3.2	2.9	2.4	Low	high	/	Low
OC4	2.9	2.5	3.9	3.5	/	low	high	/
OC5	2.5	2.0	4.1	2.9	/	/	high	Low
OC6	3.0	2.9	2.3	3.0	High	/	low	/
OC7	3.4	2.3	2.3	3.9	/	low	low	High
OC8	3.4	2.5	2.6	3.2	High	low	low	High
OC9	3.8	3.8	3.7	3.5	/	/	/	/
OC10	1.3	4.8	4.7	4.7	Low	high	high	High
OC11	3.7	4.8	3.6	3.9	/	high	/	/

Comment: This table shows the cultural types according to the data of the main test. The results were clustered in being high and being low in order to compare it with the study of Weissmann (2004) and find out, if the clusters in this study represent the same clusters. OC stands for “Organizational Culture” – the item description is in the Appendix.

The table below shows the descriptive of the eleven items of organizational culture.

Table 15: Descriptive of the items of organizational culture in the main study

		Mean	Standard Deviation
OC 1	Actual	3.48	1.05
	Desire	4.45	0.61
OC 2	Actual	3.55	1.00
	Desire	4.16	0.70
OC 3	Actual	2.69	1.05
	Desire	4.15	0.79
OC 4	Actual	3.22	1.08
	Desire	2.41	0.79
OC 5	Actual	2.85	1.18
	Desire	2.44	1.02
OC 6	Actual	2.83	1.09
	Desire	3.11	1.20
OC 7	Actual	3.07	1.18
	Desire	2.24	0.84
OC 8	Actual	2.96	1.15
	Desire	2.86	0.93
OC 9	Actual	3.69	1.13
	Desire	4.31	0.74
OC 10	Actual	3.91	1.56
	Desire	4.25	1.10
OC 11	Actual	4.00	1.21
	Desire	4.33	0.93

However, there are differences found between the cultural types defined by Weissmann (2004) and the cultural types according to the cluster analysis shown above. The table below shows the values of the items according to Weissmann (2004). Some items can be classified similar to clusters of the main test, but some (e.g. OC9) are different from the solution of the main test. That is why it was decided to adduct the results of Weissmann (2004) for testing the hypotheses of this study.

For testing the study hypotheses it is only important how close an organization represents a cultural type or the dimension. Therefore, the first step is to identify which items are relevant to classify a certain culture. Each item is investigated and assigned to be high, low or not important for the cultural type. Each cultural type consists out of items being high added to the reverse value of items being low. Items differing less than 1 from the highest or lowest value, are also classified as being high, respectively low. Therefore an organization close to

the cultural type family model OC1, OC2, OC8 and OC9 must show high values, while OC4 and OC10 must show low values. For the cultural type Taskforce OC1, OC2, OC3, OC4, OC5, OC8 and OC9 must show high values. For the cultural type Community OC1, OC2, OC10 and OC11 must show high levels, while OC4, OC5, OC7, OC8 and OC9 must show low values. Last, for the cultural type role model OC4, OC5, OC7 and OC8 must show high levels, while OC1, OC2, OC3 and OC11 must show low levels.

Table 16: Values of cultural types according to Weissmann (2004)

	Family Model	Taskforce	Community	Role Model	Family Model	Taskforce	Community	Role Model
OC1	6.8	7.3	6.8	3.6	high	high	high	low
OC2	6	6.3	7.1	4.4	high	high	high	low
OC3	5.2	6.4	4.3	3.1	/	high	/	low
OC4	4	6	3.8	5.9	low	high	low	high
OC5	5.2	6.3	3.4	7	/	high	low	high
OC6	5.1	5.2	5.2	4.7	/	/	/	/
OC7	4.4	3.3	0.3	6.1	/	/	low	high
OC8	5.2	5.8	1.8	5.3	high	high	low	high
OC9	8.7	6.5	0.8	6.4	high	/	low	/
OC10	1.2	9.3	8.4	5.4	low	high	high	/
OC11	7.9	8.2	9.8	5	/	/	high	low

Comment: This table shows the cultural types according to the values of Weissmann's study (2004). The results were clustered in being high and being low in order to show, which items are useful to identify cultural types. OC stands for "Organizational Culture" – the item description is in the Appendix.

Besides the cultural types, the dimensions have priority as well. Therefore it is also important, which items are relevant to represent the two dimension ratio vs. pathos and hierarchy vs. network. This assignment is done in the same way as the assignment to the cultural types.

Table 17: Values of dimensions according to Weissmann (2004)

	Family Model	Taskforce	Community	Role Model	Network	Hierarchy	Ratio	Pathos
OC1	6.8	7.3	6.8	3.6	High	low	/	/
OC2	6	6.3	7.1	4.4	High	low	low	high
OC3	5.2	6.4	4.3	3.1	High	low	/	/
OC4	4	6	3.8	5.9	/	/	high	low
OC5	5.2	6.3	3.4	7	/	/	high	low
OC6	5.1	5.2	5.2	4.7	/	/	/	/
OC7	4.4	3.3	0.3	6.1	Low	high	high	low
OC8	5.2	5.8	1.8	5.3	/	/	high	low
OC9	8.7	6.5	0.8	6.4	Low	high	/	/
OC10	1.2	9.3	8.4	5.4	High	low	/	/
OC11	7.9	8.2	9.8	5	High	low	/	/

Comment: This table shows the cultural types according to the values of Weissmann's study (2004). The results were clustered in being high and being low in order to show, which items are useful to identify the dimensions mentioned by Weissmann (2004). OC stands for "Organizational Culture" – the item description is in the Appendix.

These table shows which items are relevant to classify the two dimensions network vs. hierarchy and ratio vs. pathos. It is supposed that in order to give a clear distinction, the difference should be at least being 0.5. The dimension network vs. hierarchy can be distinguished accordingly by the items OC1, OC2, OC3, OC7, OC9, OC10 and OC11. In comparison, the dimension ratio vs. pathos can be distinguished by the items OC2, OC4, OC5, OC7 and OC8.

5.5.4. The section Generation Management Tools in the main study

In this section the same tools are used as in the pre-test. This section only measures the awareness of the mentioned tools. Therefore it is possible that a tool actually exists, but the team members do not quote it because of the fact that they do not know about its existence.

The table below shows how often each of the tools is used according to the perceptions of the participants of this study.

Table 18: Usage of tools according to the participants of the main study

	N	Percentage of total sample
Mentoring	139	52.9%
Job Rotation	93	34.8%
Reverse Mentoring	56	21%
Generational Mixed Teams	69	25.8%
Generational Mixed Events	178	66.7%
Leadership Development	110	41.2%
Feedback	148	55.4%
Exchange of Experience	107	40.1%
Partial Retirement	107	40.1%
Productive Aging	121	45.3%

The following table shows that even team members of the same team in the same company are quite often differently aware of tools which are used. The table quotes how many teams have consensus about the existence and how many teams differ in their statement.

Table 19: Consensus about the use of tools within the teams of the main study (number of teams)

	Consensus about use	Consensus about no use	No Consensus
Mentoring	12	5	37
Job Rotation	5	17	32
Reverse Mentoring	3	27	24
Generational Mixed Teams	3	22	29
Generational Mixed Events	14	2	38
Leadership Development	13	4	37
Feedback	12	3	39
Exchange of Experience	5	9	40
Partial Retirement	8	15	31
Productive Aging	7	16	31

6. Results

The results of the main study are presented in this chapter. The three main questions are answered by testing the nine corresponding hypotheses.

- ➔ Is there a relationship between the organizational type and the attitude towards other generations?
- ➔ Is there a relationship between the organizational culture and applied tools regarding Generation Management?
- ➔ Do different generations prefer different cultural types?

The hypotheses belonging to the first two questions concern the organizational culture as a whole. In order to give a representative picture of the organization, each participating company consists of at least three members. This makes it possible to gain a more objective evaluation of the organizational culture. In order to test these hypotheses, the cultural assessment of each organization has to be aggregated. Therefore, the hypotheses are tested in a multilevel manner using the statistical program Mplus (Geiser, 2011). The hypotheses belonging to the last question affects the individual description of the company they would wish to work in. That is why these hypotheses are tested on a single level using the program SPSS-23. (George & Mallery, 2003)

6.1. Integration of generational differences

To answer the question if there is a relationship between the organizational type of an organization and the successful integration of generational differences, three hypotheses are tested. In a first step each of them is operationalized and new variables are computed.

Table 20: Operationalization of hypotheses 1, 2 and 3

Hypothesis	Dimension	Operationalization – Variable
H1	Attitude towards other generations	Attitude of old towards young + Attitude of young towards old
	Network Pole	Addition of items representing the network pole in dependence on Weissmann (2004)
H2	Attitude from Generation Y towards other generations	Attitude of Y towards older generations
	Hierarchy Pole	Addition of items representing the hierarchy pole in dependence on Weissmann (2004)
H3	Attitude from Baby Boomers towards other generations	Attitude of Baby Boomers towards younger generations
	Taskforce	Addition of items representing the cultural type taskforce in dependence on Weissmann (2004)

Comment: This table shows the operationalization of the first three hypotheses. First, the variables were identified and in the next step, it is shown, how these variables are calculated.

These hypotheses are tested using a multi-level approach. (Geiser, 2011) That is why the first step is to take a look at the intra-class correlation (ICC) of the six new variables. The intra-class correlation states the degree of consensus within a class. (Shrout and Fleiss, 1979) In this study the intra-class correlation refers to the degree of consensus of the perceptions of the individual members of an organization. The table below gives an overview of the intra-class correlation of the study variables used to test the three hypotheses listed above.

Table 21: Intra-class correlation of variables used to test hypotheses 1, 2 and 3

	Attitude towards other	Attitude from Generation Y	Attitude from Baby Boomers	Network Pole	Hierarchy Pole	Taskforce
ICC	0.22	0.31	0.01	0.57	0.57	0.49

Comment: This table shows the intra class correlation of the variables operationalized to test the first three variables.

The table shows that the inter-class correlations only show very low to medium values. The intra-class correlation of “Attitude from Baby Boomers” is hardly existent. Thus, the hypotheses are tested additionally on an individual level.

6.1.1. Hypothesis 1

The first hypothesis states that in organizations close to the network pole of the network/hierarchy dimension, the attitude towards other generations is more positive:

H1: In organizations close to the network pole of the network/hierarchy dimension, the attitude towards other generations is more positive

In order to test this hypothesis, the correlation between the attitude towards other and the network pole was calculated. The hypothesis was tested using a multilevel approach on the organizational and the individual levels. The scatterplot can be found in the appendix.

Table 22: Correlation and P-Values of the multivariate analysis testing hypothesis 1

	Correlation	P-Value
Organizational Level	0.36	0.017*
Individual Level	0.23	0.008**

Comment: * $p \leq 0.05$; ** $p \leq 0.01$

The correlation is significant on both levels. Thus hypothesis 1 can be confirmed.

6.1.2. Hypothesis 2

The second hypothesis states the assumption that in organizations close to the hierarchy pole of the network/hierarchy dimension, the attitude from Generation Y is more negative towards older generations.

H2: In organizations close to the hierarchy pole of the network/hierarchy dimension, the

attitude from Generation Y is more negative towards older generations.

In order to test this hypothesis, the correlation between the attitude from Generation Y and the hierarchy pole was calculated. The hypothesis was tested on the organizational level, but also on the individual level. This hypothesis is formulated as a directional hypothesis and because of the fact that the value shown below is a two-tailed p-value that is why it is possible to refer to the divided p-value. The scatterplot can be found in the appendix.

Table 23: Correlation and P-Values of the multivariate analysis testing hypothesis 2

	Correlation	P-Value
Organizational Level	-0.37	0.066/2 = 0.033*
Individual Level	-0.36	0.001**

Comment: * $p \leq 0.05$; ** $p \leq 0.01$

The correlation is significant on both levels. Thus hypothesis 2 can be confirmed.

6.1.3. Hypothesis 3

The third hypothesis states that the closer an organization represents the cultural type taskforce, the more negative the attitude from Baby Boomers is towards younger generations:

H3: The closer an organization represents the cultural type taskforce, the more negative is the attitude from Baby Boomers towards younger generations.

This hypothesis is proved by calculating the correlation between the attitude from Baby Boomers towards the younger generations and the cultural type Taskforce.

Unfortunately the interclass correlation is very low and therefore it is not possible to test this hypothesis on an organizational level; it could only be tested on an individual level. The scatterplot can be found in the appendix.

Table 24: Correlation and P-Values of the multivariate analysis testing hypothesis 2

	Correlation	P-Value
Organizational Level	/	/
Individual Level	0.10	0.12

The correlation is not significant on either level. Thus hypothesis 3 cannot be confirmed.

6.2. Tools regarding Generation Management

The next research question is, if there is a relationship between the organizational culture and the applied tools regarding Generation Management. Again, three hypotheses are tested. Table 25 describes the operationalization of the three hypotheses. These three hypotheses are also tested using a multilevel approach.

Table 25: Operationalization of hypotheses 4, 5 and 6

	Hypothesis	Dimension	Operationalization – Variable
H4	The closer an organization represents the type community, the more tools regarding Generation Management are applied.	Tools	Number of all applied tools
		Community	Addition of items representing the cultural type community in dependence on Weissmann (2004)
H5	Organizations close to the pathos pole of the ratio/pathos dimension apply more social tools regarding Generation Management.	Social tools	Sum of all applied social tools
		Pathos pole	Addition of items representing the pathos pole in dependence on Weissmann (2004)
H6	Organizations close to the hierarchy pole of the network/hierarchy dimension apply more structured tools regarding Generation Management	Structured tools	Sum of all applied structured tools
		Hierarchy pole	Addition of items representing the hierarchy pole in dependence on Weissmann (2004)

Comment: This table shows the operationalization hypotheses 4, 5 and 6. First, the variables were identified and in the next step, it is shown, how these variables are calculated.

The table below gives an overview of the intra-class correlation of the variables which are needed to test the three hypotheses listed above.

Table 26: Intra-class correlation of variables used to test hypotheses 4, 5 and 6

	Tools	Social Tools	Structured Tools	Community	Pathos Pole	Hierarchy Pole
ICC	0.42	0.29	0.46	0.48	0.32	0.57

Comment: This table shows the intra class correlation (ICC) of the variables, which are operationalized to test hypotheses 4, 5 and 6.

The table shows that the intra-class correlation only shows low to medium values.

6.2.1. Hypothesis 4

This hypothesis assumes that the closer an organization represents the type community, the more tools regarding Generation Management are applied:

H4: The closer an organization represents the type community, the more tools regarding Generation Management are applied.

To test this hypothesis, a correlation between all applied tools and the organizational type community is calculated. The hypothesis was tested on the organizational level, but in comparison also on the individual level. The scatterplot can be found in the appendix.

Table 27: Correlation and P-Values of the multivariate analysis testing hypothesis 4

	Correlation	P-Value
Organizational Level	0.05	0.8
Individual Level	0.09	0.19

The correlation is not significant on either level. Thus hypothesis 4 cannot be confirmed.

6.2.2. Hypothesis 5

This hypothesis assumes that organizations close to the pathos pole of the ratio/pathos dimension apply more social tools regarding Generation Management:

H5: Organizations close to the pathos pole of the ratio/pathos dimension apply more social tools regarding Generation Management.

To test this hypothesis, a correlation between the application of social tools and the pathos pole is calculated. The hypothesis was tested on the organizational level, but in comparison also on the individual level. The scatterplot can be found in the appendix.

Table 28: Correlation and P-Values of the multivariate analysis testing hypothesis 5

	Correlation	P-Value
Organizational Level	0.03	0.88
Individual Level	0.08	0.24

The correlation is not significant on either level. Thus hypothesis 5 cannot be confirmed.

6.2.3. Hypothesis 6

This hypothesis assumes that organizations close to the hierarchy pole of the network/hierarchy dimension apply more structured tools regarding Generation Management:

H6: Organizations close to the hierarchy pole of the network/hierarchy dimension apply

more structured tools regarding Generation Management

In order to test this hypothesis, the correlation of the application of structured pool and the hierarchy pole is calculated. The hypothesis was tested on the organizational level, but in addition also on the individual level. The scatterplot can be found in the appendix.

Table 29: Correlation and P-Values of the multivariate analysis testing hypothesis 6

	Correlation	P-Value
Organizational Level	-0.06	0.35
Individual Level	-0.02	0.89

The correlation is not significant on either level. Thus hypothesis 6 cannot be confirmed.

6.3. Preference of cultural type

The last question which is answered within this study is if there is a difference between generations and the preferred culture. The preferred cultural type is assessed by each participant on an individual base. Therefore the assigned hypotheses are tested on a single level.

Table 30: Operationalization of hypotheses 7, 8 and 9

	Hypotheses	Dimension	Operationalization – Variable
H7	Members of Generation Y prefer to work in organizations closer to the network pole than Baby Boomers on the network/hierarchy dimension.	Generation Y vs. Baby Boomers	/
		Network Pole	Addition of items representing the network pole in dependence on Weissmann (2004)
H8	Members of Generation Y describe the culture of the organization they work in less similar to the organization they wish to work in as the other types of generations.	Generation Y vs. all others	/
		Similarity of organization they work in and they wish to work in	Sum of absolute difference of organization they work in and they wish to work in
H9	Baby Boomers describe the culture of the organization they work in more similar to the organization they wish to work in as the other types of generations.	Baby Boomers vs. all others	/
		Similarity of organization they work in and they wish to work in	Sum of absolute difference of organization they work in and they wish to work in

Comment: This table shows the operationalization hypotheses 7, 8 and 9. First, the variables were identified and in the next step, it is shown, how these variables are calculated.

6.3.1. Hypothesis 7

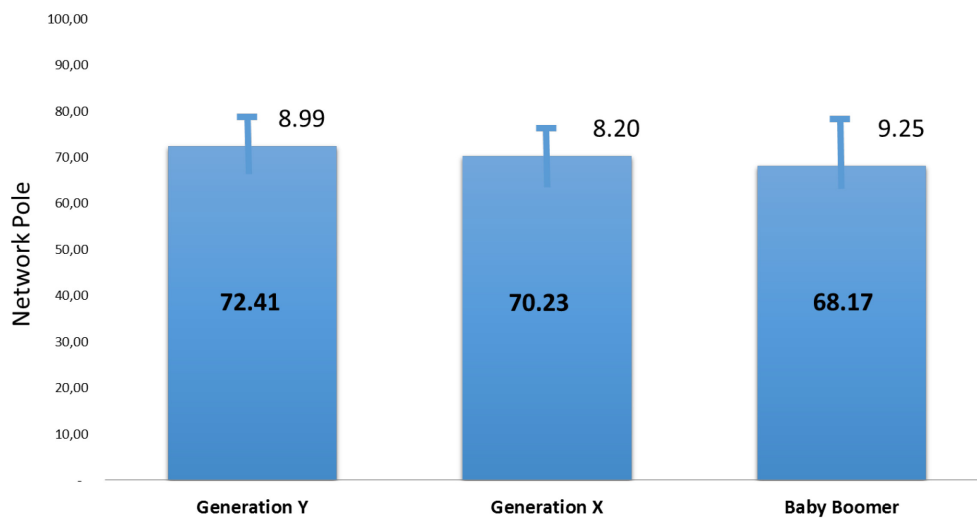
This hypothesis assumes that members of Generation Y prefer to work in organizations closer to the network pole on the network/hierarchy dimension than Baby Boomers.

H7: Compared to Baby Boomers, members of Generation Y prefer to work in organizations closer to the network pole on the network/hierarchy dimension.

Hypothesis 7 is tested using an Analysis of Variance (ANOVA). Generation is used as independent variable; the network/hierarchy dimension is used as dependent variable. To compare the two specific age groups (Generation Y and Baby Boomers), a post-hoc Scheffé test was calculated.

The figure below shows mean values and standard deviations of the dependent variable for each generational cohort. The mean value of Generation Y is the highest, followed by the mean value of Generation X and the mean value of Baby Boomers.

Figure 15: Means and standard deviation of preferred organization.



Comment: This figure shows the means standard deviation of the three generations regarding the organization, they prefer to work in.

First, homogeneity of variances is tested using the Levene test (1.13, $p=0.32$). The ANOVA reveals a significant difference between the three age cohorts ($F= 4.56$; $p=0.011$). The post-hoc Scheffé test confirms a significant difference between the age cohorts of Generation Y and the Baby Boomers ($p=0.014$).

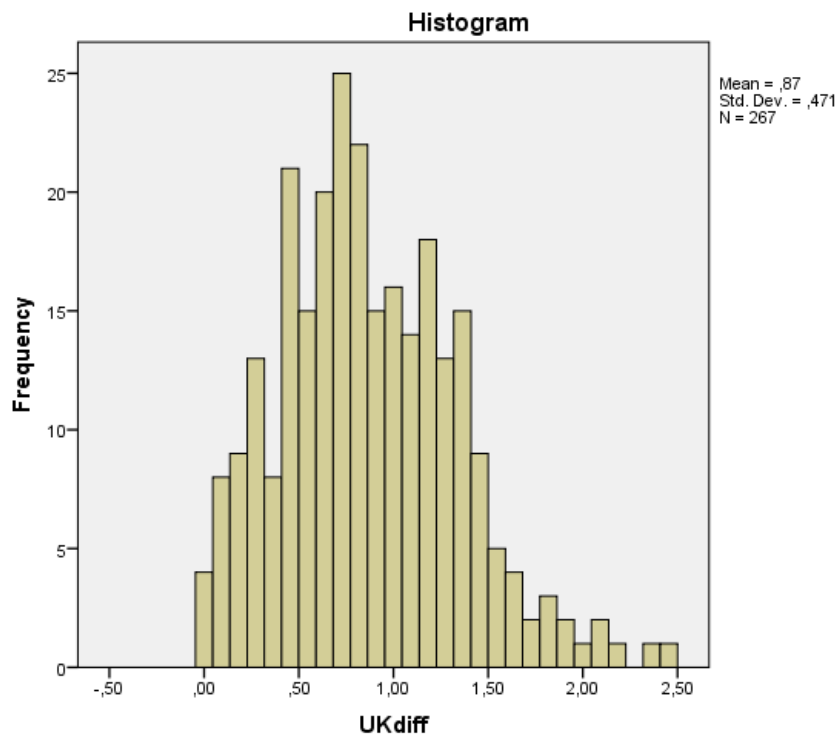
Thus, the hypothesis can be confirmed.

6.3.2. Hypothesis 8 and 9

These hypotheses state that Generation Y and the Baby Boomer Generation describe the culture of the organization they work as, respectively, less similar and more similar, to the organization they wish to work in as the other types of generations.

In a first step the difference of each of the eleven single items regarding organizational culture was calculated and thereafter taken as an absolute value. Next, those absolute values were summed up and divided by the number of items (11). The figure below shows the distribution of the newly calculated difference scores.

Figure 16: Distribution of newly calculated difference scores



Hypothesis 8 states that Generation Y is less content in the cultural environment they work in.

H8: Members of *Generation Y* describe the culture of the organization they work in less similar to the organization they wish to work in as the other types of generations.

Table 31: Descriptive statistics of the difference score for generation Y as compared to the other generations

	N	Mean	Standard Deviation
Generation Y	158	0.92	0.47
Others	109	0.8	0.46

A t-test revealed a significant difference between the two groups ($t = 2.091$; $p = 0,037$).

Thus, the hypothesis can be confirmed.

Hypothesis 9 states that Baby Boomers are more content in the cultural environment they work in.

H9: Baby Boomers describe the culture of the organization they work in more similar to the organization they wish to work in as the other types of generations.

Table 32: Descriptive statistics of the difference score for baby boomers as compared to the other generations

	N	Mean	Standard Deviation
Baby Boomers	57	0.89	0.47
Others	210	0.86	0.47

A t-test did not reveal a significant difference ($t = -0.3$; $p = 0.77$). Thus, the hypothesis cannot be confirmed.

7. Discussion

First, this chapter gives an overview of all results found within this study. Next, the results are summarized and compared to previous findings. Further, strengths and limitations of the research are discussed and pointed out. In the last step an outlook for the future is given.

7.1. Summary

The main aim of this master thesis was to test whether a relationship between generation management and organizational culture exists. Based on the research literature, nine hypotheses were developed and tested. The results show that there are certain areas where relationships between generation management and organizational culture can be found. In total four of the nine hypotheses could be confirmed. However, five hypotheses could not be confirmed and therefore, it is important to review, why a relationship is existent only concerning some of the investigated aspects.

The first three hypotheses were concerned with the question if there is a relation between the organizational type and the successful integration of generations. It was confirmed that there is a significant, positive relation between the network pole on the network/hierarchy dimension (Weissmann, 2004) and the attitude towards the respectively other generation.

Next, the attitude from Generation Y towards the older generations is significantly more negative in organizations close the hierarchy pole of the network/hierarchy dimension. (Weissmann, 2004) But, according to the result of this study, it was not possible to aggregate the attitude of Baby Boomers towards younger generations, as it was highly inconsistent. This is a sign that the attitude towards other generations varies highly among members of Baby Boomers. This could be because of the fact that in more hierarchical organizations it is possible for Baby Boomers to keep their individual attitudes towards work. In other organizations, it may be necessary to adjust to different values. Altogether, there are indications that there is a relationship between the cultural type and the successful integration of generational differences. Another question was concerned whether a relation between the organizational culture and applied tools regarding generation management exists. The findings of this study confirm that there is no such relationship. It was even found that the correlation between the hierarchy pole (Weissmann, 2004) and the application of structured tools, is negative. Summing these results up, there is no significant relationship between the application of tools regarding Generation Management and the cultural type of an organization. The findings show that the awareness within an organization differs highly as shown in the previous chapter. The next hypothesis is concerned with the preferred cultural type of different generations. It was confirmed that Generation Y prefers to work in organizations closer to the network pole in contrast to Baby Boomers. Further it could be confirmed that members of Generation Y are less content with the organization they work in. However, it was not confirmed that Baby Boomers are more content with the organization they work in. Summing up those facts, it can be said that there is a difference between preferences of the working environment and the satisfaction of Generation Y, but no difference for Baby Boomers.

These results are in line with the findings of authors stating that there are differences between generations. (Gursoy et al., 2008; Cugin, 2012; Hahn, 2011; Twenge et al., 2010) Authors as Kapoor and Solomon (2011) argue that members of Generation Y want the opportunity to express their personal needs related to the working place. The fact that members of Generation Y are more likely to prefer organizations close to the network pole on the network/hierarchy dimension, is aligned with this desire due to the fact that according to Weissmann (2004), in those organizations hierarchical structures are only flat and everyone in the company, has the possibility to state their own opinion. Further, Cugin (2012) argues that members of Generation Y also question structures and are often unsatisfied with their working

place. The findings of this study substantiate this statement, as the results show that there is a significant difference between the satisfaction of Generation Y and members of the other generations. It was also found that Generation Y has a more negative attitude towards other generations in organizations close to the hierarchy pole of the network/hierarchy dimension. This may be traced back to several reasons. According to Weissmann (2004) payment in such organizations depends rather on age than on abilities. This may result in the fact that members of Generation Y feel treated unfairly and are therefore more likely to criticize older members. In addition, according to Arsenault (2004), members of Generation Y lay high emphasize on development and training. This need is not met in organizations close to the hierarchy pole. (Weissmann, 2004) It is likely, that members of Generation Y think that the management level is responsible for those missing opportunities. This level is mostly engaged by older generations and this may lead to the negative attitude towards this generation. Cugin (2012) states further that Baby Boomers are likely to condemn the working attitude of younger generations. The result of this study shows that the opinion of Baby Boomers regarding younger generations is highly inconsistent and it is not possible to confirm this statement. This outcome can be triggered by many aspects. One could be that some Baby Boomers are in executive positions and it may be possible that the opinion of executives differs from the opinion of non-executives. It is further possible that executives have a higher opinion of younger members because they know that the company is dependent on them. On the other hand, non-executives might be competing with younger members. It may be possible that Baby Boomers are afraid that younger members have better promotion aspects and are therefore more critical.

The findings also show that in organizations close to the network pole on the network/hierarchy dimension, the attitude is more positive towards other generations. This is in line with Weissmann (2004), who states that in organizations close to the network pole, there is a more open atmosphere between team members. It is possible that this open atmosphere is responsible for the absence of prejudices and supports the positive attitude. The fact that the use of Generation Management tools is not different between the organizations is aligned with the finding that in many organizations members may not even know if those tools are used or not. Taking a look at the individual members in each of the companies, their opinion differs quite often highly if one and the same tool is used within the company. The most consensus are in the case of the tool reverse mentoring, but still more than 20 out of 54 do not agree on the application. The table in chapter 5 shows that more than half of the

teams are discordant if certain tools are used or not. This leads to the assumption that many tools are not even known by the members of the organization. This could be easily the reason why the findings of this study do not show any relation between the application of tools and the organizational culture.

One aim of the thesis was to find out if it is possible to provide a guideline, in which organizations the integration of different generations is more successful. According to the findings, it is possible to state, that there are organizations in which this process seems to be more successful, measured by the attitude towards the other generation. In organizations close to the network pole on the network/hierarchy dimension, this attitude is significantly better. However, it was not proved, that the attitude from Baby Boomers towards other generations is significantly lower in organizations close to the cultural type task force. Summing those findings up, it is possible to develop some sort of guideline, according to the fact that there are differences. Still, it would be possible to test those results in more detail in order to offer a clear statement on this issue.

All in all it can be said that similar to previous studies (Parry and Urwin, 2011), there are differences between generations, but those differences cannot be confirmed for all aspects of the study.

7.2. Strengths and Limitations

Resuming the results of the present study, it is possible to point out some strength and several limitations.

The topic Generation Management is recently becoming more present, as the composition of the workforce is highly inconsistent nowadays. (Ulrich, 2001) However, there are also studies claiming that it is not possible to find significant differences regarding generations. (Parry and Urwin, 2011) For the labor market it does not make any difference, if the generational differences occur because of the generation or the age affect. This means that it does not matter whether differences are dependent on the age and life experience of a person or the generation they are born in. (Cogin, 2012) Further, taking the assumption of the existence of generational differences, it was possible to find some differences between generational preferences within this study.

In addition, even if the concept of organizational culture has been discussed since many decades (Jacques, 1951), up to now there has been no scientific approach connecting the two

aspects of Generation Management and Organizational Culture. This study aimed in building this bridge, and it was shown that there is a certain relationship between the two aspects. However, by asking only members of one team, it is not possible to measure the whole culture within an organization, but rather the sub-culture of the specific team.

Other strengths of the study are the sample size and the equal distribution of young and old participants and the representative distribution of generations. Further, the sample is spread across different industries and the cultural types are also indifferent. However, for using the multi-level approach, a bigger sample would have been beneficial. The interclass-correlations (ICC) were in some cases only low to medium; this could have been improved by a higher number of participants belonging to one organization. That is because their might be outliers which would not carry authority in a bigger sample. However, this may also be a sign that members of the organizations think of their own culture highly different even if working in the same team. This might be triggered by different aspects. One possibility is that it is not easy for the participants to answer the respective items. Some of them might be hard to be evaluated by the participants, as for example, if everyone is paid according to their abilities. It is also possible that there exist a great number of subcultures in the organization. Even if the members of every organization are in the same team, it makes a big difference if the participants think about the subculture in the own department or rather think about the whole company. In order to minimize this risk, it would have been important to precisely ask for the cultural manners in the department, as well as in the company.

Another weakness could be the fact that there is one item which does not show any difference for the four cultural types. Therefore, this item cannot be assigned to any specific culture or dimension and cannot be used to distinguish cultural types and dimensions.

A further important point is the fact that the distribution of the items should be adapted to current developments. This especially counts for the item which states that the website of the company is always up to date. It might be easily true that in Weissmanns's study (2004) only organizations of the cultural type taskforce are focusing on their website. But due to the change of time and the importance of the internet, nowadays this is certainly not true. It is very likely that almost every organization has an internet presence, independent of the cultural type the organization belongs to. This assumption is also underlined by the findings of the cluster analyses conducted with the data set of this thesis. It is shown that there is hardly any difference between the four clusters according this item.

Taking a closer look at the variety of tools named in the questionnaire, the answers made it obvious that those tools are known to a different extent by the employees. The mentioned tools only show the employee perceptions, but do not show if they are actually existent in the company. The perceptions regarding the occurrence of the tools were highly inconsistent within most companies. This might be because of the fact that the awareness of the existence of tools regarding Generation Management at the working place is only at its beginning. This assumption is supported by the fact that the sample consists of several participants working in human resources departments. Even if these departments usually manage the organizational development and the application of personnel development tools, the knowledge of these tools is also missing in these departments. Participants in other departments even confused the tools with benefits provided by the company. This is an indication that there is very little sensitization for those tools. What is more, some of the tools are maybe not specified enough, as it is easily possible to use the tools “exchange of experience” and “feedback” (Adams, 2005; Kyles 2005) interchangeably. What is more, some of the tools are used very different across the organizations. For example, productive aging is a term used very widely and for different programs.

7.3. Further Outlook

According to the fact that the connection between Generation Management and Organizational Culture has hardly been investigated until now, there are several aspects which should be pursued in the future. As stated above, there is very little knowledge about applied tools within organizations. This knowledge might be extended within the next years and it would be interesting to investigate, if there was a relation between the applied tools and the cultural type. What is more, Generation Z is almost ready to enter the market. (Kaur, 2014) Therefore, the labor market is going to change even more. This fact makes it plausible that generational studies should be pursued further. In conclusion, Generation Management is a topic, in which it is not possible to obtain absolute certainty. It is a topic which is characterized by constant changes and so must our methods of studying, investigating and analyzing trends and observations related to it.

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10. Appendix

10.1. Abstract - English

The importance of Generation Management is increasing with the enlarging heterogeneity on the labor market. Integration is an important task for every organization. If this task is handled successfully, it is very likely that employees are more content, which would help organizations to reach their goals in the long run.

To achieve this objective, it would be helpful for every organization to know if there are certain types of companies handling this process more successfully than others. That is why this paper aims to develop a guideline to give support in this area. To distinguish certain types of organizations, the four cultural type's community, task force, role model and family model are used as for the analyses. (Weissmann, 2004)

In the first attempt a pre-test was conducted in order to test the survey instrument. After adjusting the instrument, the main test started. Overall, 116 people participated in the pre-test and 267 people participated in the main study. The attendees are members of 54 different companies. Every participant was asked to answer questions regarding their attitude towards other generations, the organizational culture of the company they work and the cultural type they would prefer to work in.

The study shows that it is possible to provide such a guideline, and demonstrates in what kind of organizations the attitude towards others is more positive and the integration process can be seen as more successful. Further, it shows that preferences exist to work in an organization with a certain cultural type of the workplace.

10.2. Abstract - German

Die Bedeutung von Generation Management wächst mit der stetig steigenden Heterogenität der Beschäftigten auf dem Arbeitsmarkt. Die Integration verschiedener Generationen ist eine wichtige Aufgabe in jedem Unternehmen, um die Mitarbeiterzufriedenheit zu heben. Dies ist insbesondere erforderlich bei der erfolgreichen Umsetzung langfristiger Ziele.

Um dieses Ziel zu erreichen, ist es hilfreich zu wissen, ob es einen spezifischen Unternehmenstypen gibt, in dem dieser Prozess erfolgreicher gehandhabt wird. Aus diesem Grund ist es Ziel dieser Arbeit, eine Leitlinie zu entwickeln, um Unterstützung in diesem Bereich zu liefern. Um verschiedene Unternehmenstypen zu unterscheiden, werden die kulturellen Typen Community, Task Force, Role Model und Family Model herangezogen (Weissmann, 2004)

Im ersten Schritt wurde ein Pre-Test durchgeführt, um das Untersuchungsinstrument zu testen. Nach der Optimierung dieses Instruments wurde der Haupttest gestartet. Gesamt führten 116 TeilnehmerInnen den Pre-Test und 267 TeilnehmerInnen der Haupttest durch. Die TeilnehmerInnen sind Mitarbeiter von 54 verschiedenen Unternehmen. Jeder der TeilnehmerInnen beantwortete Fragen zum den Themen Einstellung gegenüber anderer Generationen und Organisationskultur des eigenen Unternehmens und des „Wunschunternehmens“.

Es konnte gezeigt werden, dass es möglich ist eine Leitlinie zu diesem Thema zu entwickeln. Es wird gezeigt, dass es in die Einstellung zu anderen Generationen innerhalb gewisser Kulturtypen positiver ist und der Integrationsprozess erfolgreicher verläuft. Zusätzlich kann gezeigt werden, dass es Präferenzen gegenüber bestimmter Kulturtypen gibt.

10.3. Scatterplots Hypotheses 1 – 6

Figure Appendix 1: Scatterplot Hypothesis 1

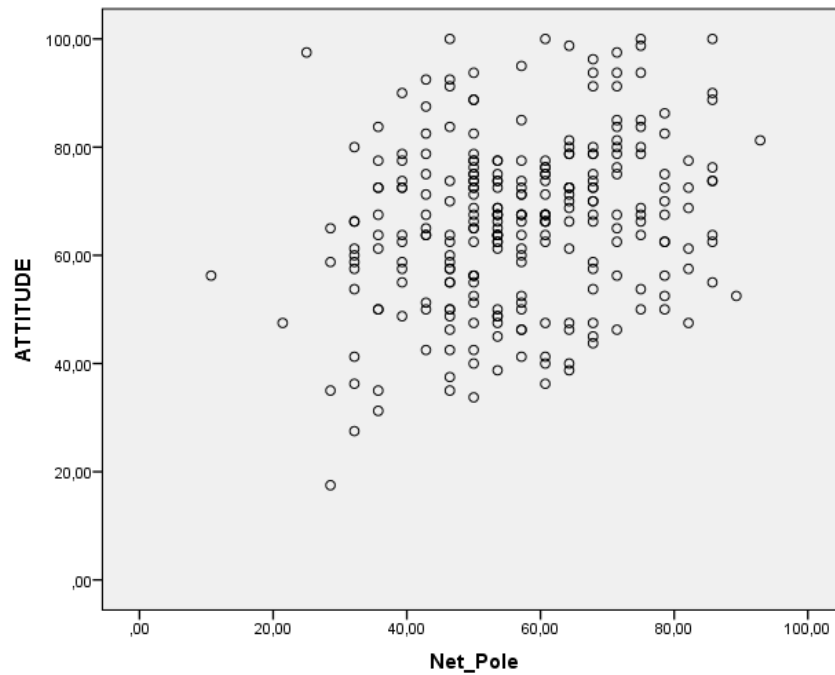


Figure Appendix 2: Scatterplot Hypothesis 2

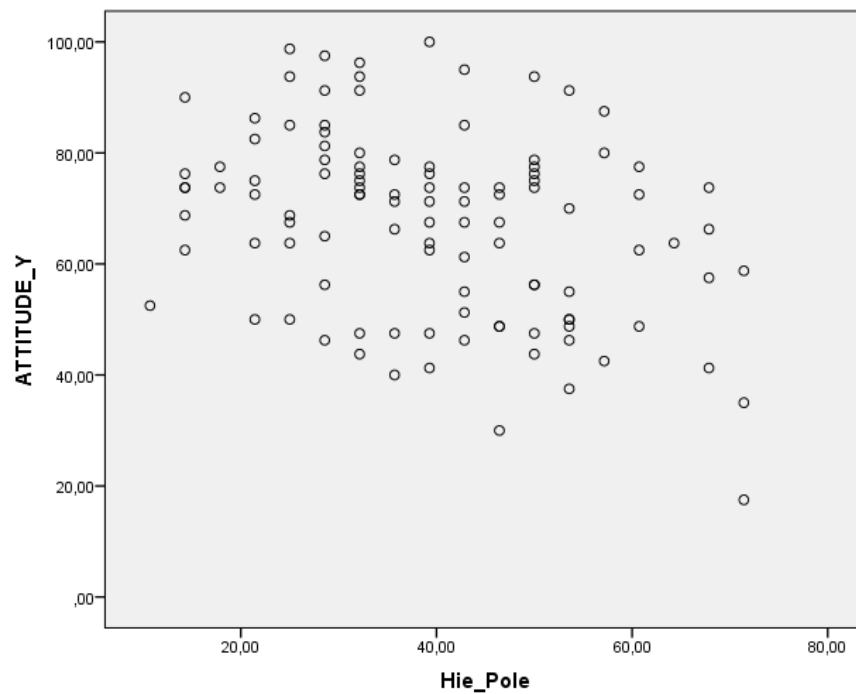


Figure Appendix 3: Scatterplot Hypothesis 3

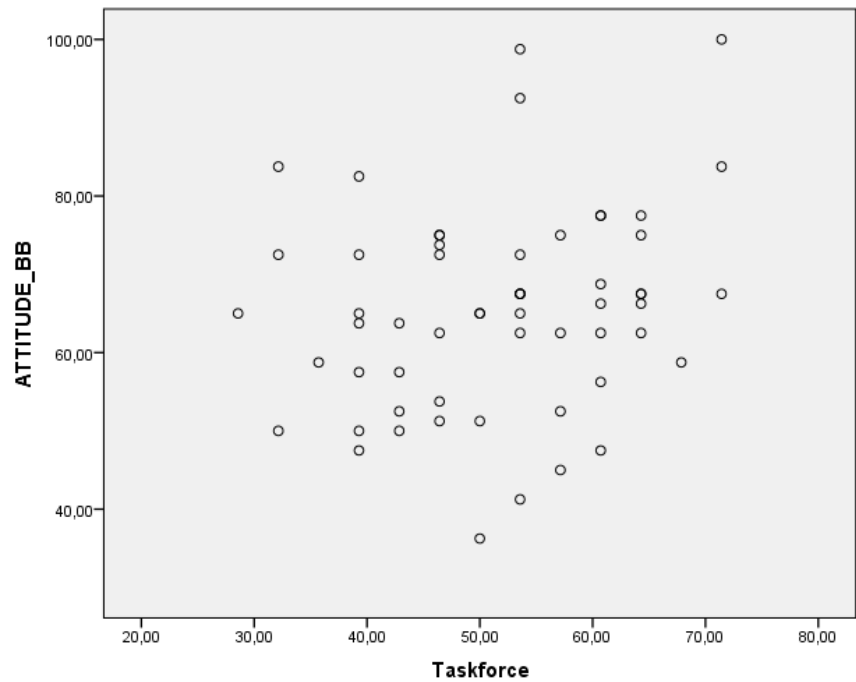


Figure Appendix 4: Scatterplot Hypothesis 4

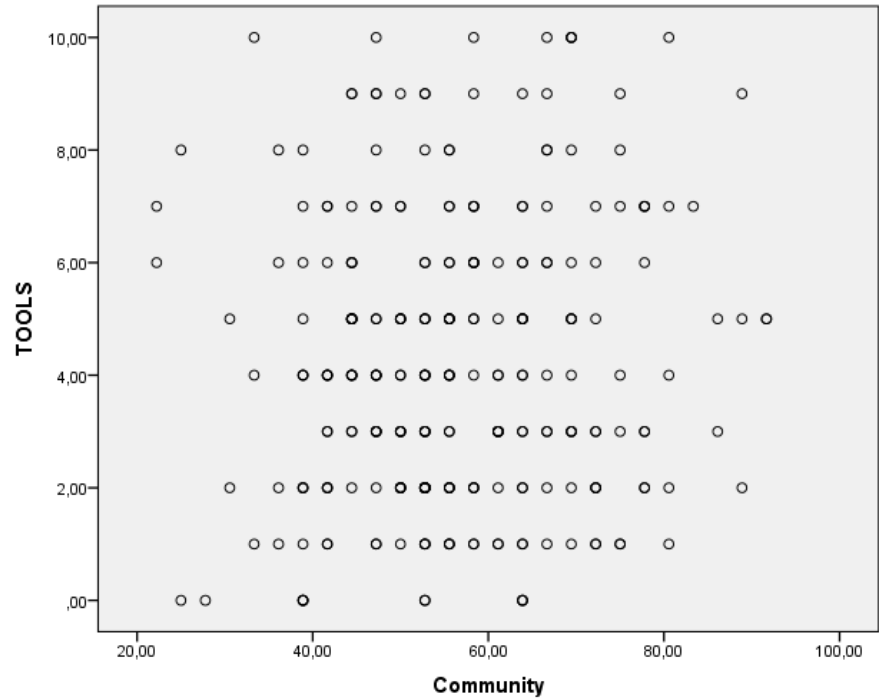


Figure Appendix 5: Scatterplot Hypothesis 5

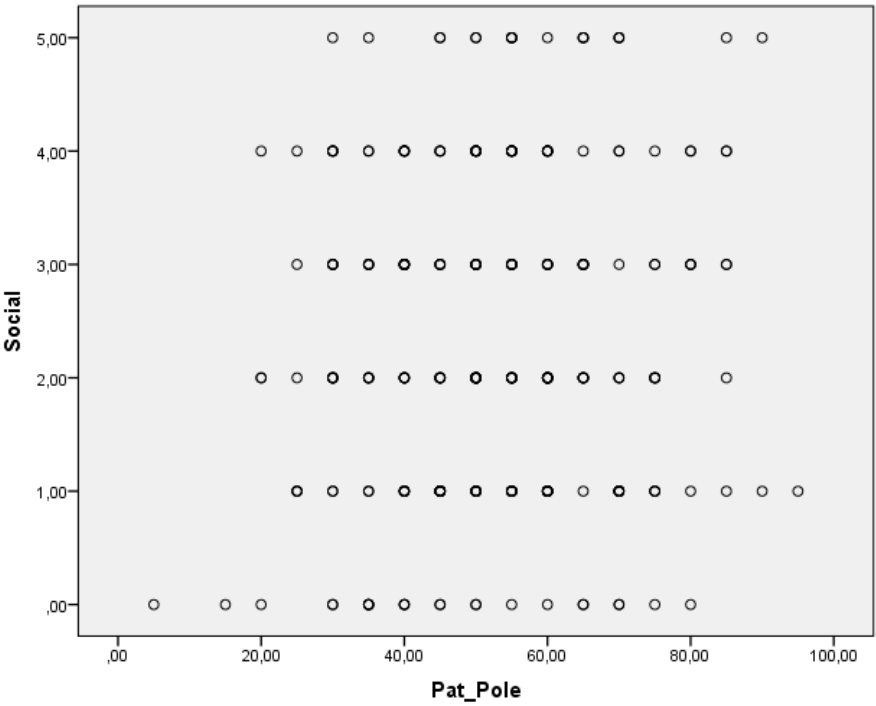
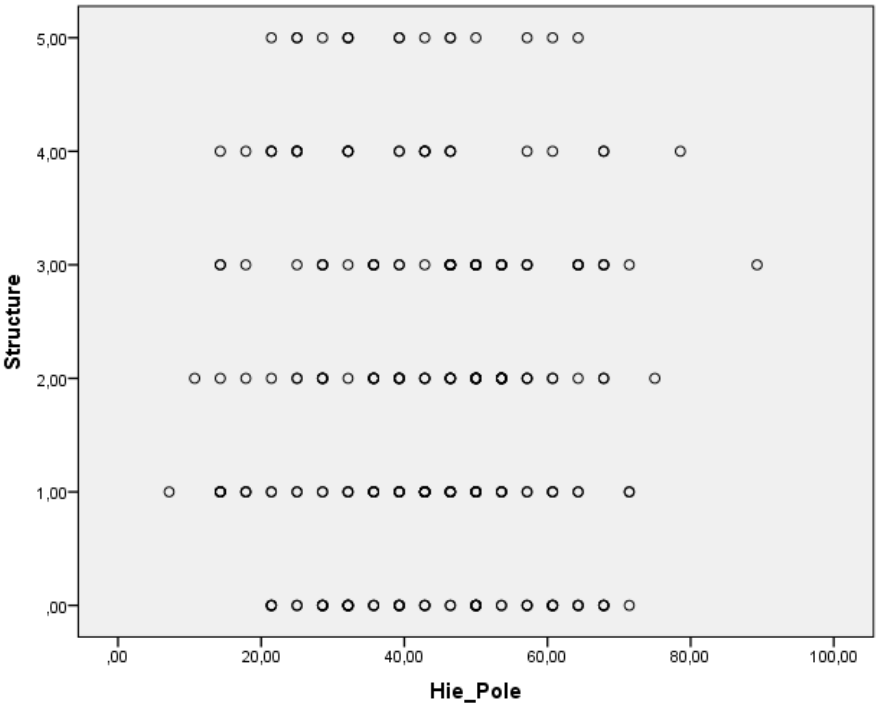


Figure Appendix 6: Scatterplot Hypothesis 6



10.4. Abbreviations

Abbreviation	Meaning
Confirmatory factor analysis	
CFI	Comparative Fit Index
GFI	Goodness-of-Fit-Index
RMSE	Root-Mean-Square-Error of Approximation
SRMR	Standardized-Root-Mean-Residual
Questionnaire	
OC	Organizational Culture
Soz	Soziales Verhalten
VB	Veränderungsbereitschaft
TPerf	Team Performance
FB	Feedback
Com	Commitment

10.5. List of Items –Pre-Test

Item-Name	Item
OC 1	Im Unternehmen herrscht ein Klima der Toleranz und Offenheit.
OC 2	Im Unternehmen lacht man oft und ist ausgelassen.
OC 3	Jeder wird nach seiner Leistung bezahlt.
OC 4	Pläne werden oft geändert.
OC 5	Man kann nie sicher sein, was am nächsten Tag auf einen zukommt.
OC 6	Jeder wird nach dem Alter und der Betriebszugehörigkeit bezahlt.
OC 7	Das Unternehmen ist charakterisiert durch Bürokratie.
OC 8	Im Unternehmen wird jeder Euro penibel umgedreht.
OC 9	Das Unternehmen schaut auf kurzfristige Erfolge.
KOM 1	Ich kann mit den (. . . .) Teammitgliedern vertrauensvoll über alle Probleme bei der Arbeit sprechen.
KOM 2	Ich bin zufrieden damit, wie die Kommunikation mit den (. . . .) Teammitgliedern verläuft.
KOM 3	Die Kommunikation mit den(. . . .) Teammitgliedern hilft mir meine Arbeit gut zu verrichten.
KOM 4	In unserer Arbeitsgruppe kommt es vor, dass die (. . . .) Teammitglieder nicht sagen, was sie denken.
KOM 5	Wenn ich von den (. . . .)Teammitgliedern wichtige Informationen für meine Arbeit benötige, erhalte ich diese.
KOM 6	Die (. . . .) Teammitglieder teilen ihr Fachwissen mit der Gruppe.

BIND 1	Die (. . . .) Teammitglieder empfinden ein starkes Gefühl der Zugehörigkeit zu dem Unternehmen.
BIND 2	Die (. . . .) Teammitglieder fühlen sich den Zielen des Teams verpflichtet.
VB 1	Die (. . . .) Teammitglieder sind bereit, potenzielle Schwachstellen ihrer Arbeit kritisch zu betrachten.
VB 2	Die (. . . .) Teammitglieder hinterfragen bestehende Prozesse hinsichtlich Verbesserungsmöglichkeiten.
VB 3	Die (. . . .) Teammitglieder sind veränderungsbereit, um das bestmögliche Ergebnis zu erhalten.
SOZ 1	Die (. . . .) Teammitglieder legen großen Wert auf kollegiale Zusammenarbeit.
SOZ 2	Die (. . . .) Teammitglieder berücksichtigen in Diskussionen die Meinung anderer.
SOZ 3	Die (. . . .) Teammitglieder stärken den Zusammenhalt der Gruppe.
SOZ 4	Die (. . . .) Teammitglieder stellen der Gruppe ihre Unterstützung zur Verfügung.
FB 1	Die (. . . .) Teammitglieder teilen ihren KollegInnen ihr Feedback auf angemessene Weise mit.
FB 2	Die (. . . .) Teammitglieder geben ihren KollegInnen ausreichend Feedback zu ihrer Arbeitsleistung.
FB 3	Die (. . . .) Teammitglieder geben ihren KollegInnen konstruktives Feedback zu ihrer Arbeitsleistung.
AE 1	Die (. . . .) Teammitglieder halten sich an Vorschriften und Spielregeln.
AE 2	Die (. . . .) Teammitglieder haben ein ausgeprägtes Konkurrenzdenken.
AE 3	Die (. . . .) Teammitglieder bilden sich laufend weiter.
PROD 1	Den (. . . .) Teammitgliedern gelingt es, ihre Fähigkeiten auch in Leistung umzusetzen.

PROD 2	Die (. . . .) Teammitglieder tragen zum Erfolg des Teams bei.
MOTIV 1	Die (. . . .) Teammitglieder motivieren mich für meine Arbeit.
MOTIV 2	Die (. . . .) Teammitglieder haben eine hohe Arbeitsmotivation.
FAIR 1	Die (. . . .) Teammitglieder delegieren unbeliebte Aufgaben.
FAIR 2	Die (. . . .) Teammitglieder bekommen ausreichend Anerkennung.
FAIR 3	Die (. . . .) Teammitglieder treffen autonom Entscheidungen.
FAIR 4	Die (. . . .) Teammitglieder bekommen eine angemessene Entlohnung.

10.6. List of Items –Main Study

Item-Name	Item
OC 1	Im Unternehmen herrscht ein Klima der Toleranz und Offenheit.
OC 2	Im Unternehmen lacht man oft und ist ausgelassen.
OC 3	Jeder wird nach seiner Leistung bezahlt.
OC 4	Pläne werden oft geändert.
OC 5	Man kann nie sicher sein, was am nächsten Tag auf einen zukommt.
OC 6	Jeder wird nach dem Alter und der Betriebszugehörigkeit bezahlt.
OC 7	Das Unternehmen ist charakterisiert durch Bürokratie.
OC 8	Im Unternehmen wird jeder Euro penibel umgedreht.
OC 9	Die Homepage des Unternehmens wird laufend

	aktualisiert.
OC 10	Im Unternehmen besteht die Möglichkeit gratis Kaffee zu trinken.
OC 11	Den MitarbeiterInnen wird zum Geburtstag gratuliert.
SOZ 1	Die (. . . .) Teammitglieder legen großen Wert auf kollegiale Zusammenarbeit.
SOZ 2	Die (. . . .) Teammitglieder stärken den Zusammenhalt der Gruppe.
SOZ 3	Die (. . . .) Teammitglieder stellen der Gruppe ihre Unterstützung zur Verfügung.
SOZ 4	Die Kommunikation mit den (. . . .) Teammitgliedern verläuft für alle zufriedenstellend.
VB 1	Die (. . . .) Teammitglieder sind bereit, potenzielle Schwachstellen ihrer Arbeit kritisch zu betrachten.
VB 2	Die (. . . .) Teammitglieder hinterfragen bestehende Prozesse hinsichtlich Verbesserungsmöglichkeiten.
VB 3	Die (. . . .) Teammitglieder sind veränderungsbereit, um das bestmögliche Ergebnis zu erhalten.
VB 4	Die (. . . .) Teammitglieder haben eine hohe Arbeitsmotivation.
TPerf 1	Den (. . .) Teammitgliedern gelingt es ihre Fähigkeiten gut in Leistung umzusetzen.
TPerf 2	Die (. . . .) Teammitglieder tragen zum Erfolg des Teams bei.
TPerf 3	Die (. . . .) Teammitglieder geben für die Arbeit wichtige Informationen weiter.
TPerf 4	Die Kommunikation mit den (. . . .) Teammitgliedern ist hilfreich für die Erledigung von Aufgaben.
FB 1	Die (. . . .) Teammitglieder teilen ihren KollegInnen ihr Feedback auf angemessene Weise mit.
FB 2	Die (. . . .) Teammitglieder geben ihren KollegInnen ausreichend Feedback zu ihrer Arbeitsleistung.

FB 3	Die (. . . .) Teammitglieder geben ihren KollegInnen konstruktives Feedback zu ihrer Arbeitsleistung.
FB 4	Die (. . . .) Teammitglieder motivieren andere für ihre Arbeit.
Com 1	Die (. . . .) Teammitglieder empfinden ein starkes Gefühl der Zugehörigkeit zu dem Team.
Com 2	Die (. . . .) Teammitglieder fühlen sich den Zielen des Teams verpflichtet.

10.7. Questionnaire



Auf den folgenden Seiten stellen wir Ihnen Fragen zu ihrer Einschätzung bezüglich der **generationsübergreifenden Zusammenarbeit** innerhalb Ihres Teams, generationsspezifischer **Angebote** und der **Kultur** in Ihrem Unternehmen.

Ihre Angaben werden **streng vertraulich behandelt**. Es haben ausschließlich die Projektmitarbeiter/-innen der Universität Wien Einblick in die erhobenen Daten.

Im folgenden Abschnitt finden Sie Aussagen zu Ihrem **Team**. Bitte geben Sie an, wie sehr diese Aussagen auf die jeweils „jüngeren“ und „älteren“ Mitarbeiter/-innen in Ihrem Team zutreffen. Überlegen Sie sich im Vorhinein, ob Sie sich zu den älteren oder jüngeren Teammitgliedern zählen und geben Sie anschließend **jeweils** eine Einschätzung **für beide Gruppen** ab.

Sollte Ihnen die Zuordnung Ihrer Person zu einer der beiden Altersgruppen schwer fallen, so können Sie sich am durchschnittlichen Alter aller Beschäftigten am österreichischen Arbeitsmarkt orientieren. Dieses liegt bei rund 39 Jahren. (Quelle: BVA) Sollte das bei der Einschätzung innerhalb Ihres Teams ebenfalls nicht klar sein oder Sie die genaue Altersstruktur nicht kennen, denken Sie bitte bei Ihrer Einschätzung an „die ältesten“ bzw. die jüngsten Teammitglieder!

Ich sehe mich selbst als (. . . .) Teammitglied

☐ ₁ **älteres**

☐ ₂ **jüngeres**

	Inwiefern treffen die folgenden Aussagen zu? (bitte für beide Gruppen beantworten)	...älteren...					...jüngeren...				
		gar nicht	wenig	ziemlich	trifft zu	völlig	gar nicht	wenig	ziemlich	trifft zu	völlig
<input type="checkbox"/> ₁	Die (. . . .) Teammitglieder legen großen Wert auf kollegiale Zusammenarbeit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ₂	Die (. . . .) Teammitglieder stärken den Zusammenhalt der Gruppe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ₁	Die (. . . .) Teammitglieder stellen der Gruppe ihre Unterstützung zur Verfügung.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ₂	Die Kommunikation mit den (. . . .) Teammitgliedern verläuft für alle zufriedenstellend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ₁	Die (. . . .) Teammitglieder sind bereit, potenzielle Schwachstellen ihrer Arbeit kritisch zu betrachten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ₂	Die (. . . .) Teammitglieder hinterfragen bestehende Prozesse hinsichtlich Verbesserungsmöglichkeiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ₁	Die (. . . .) Teammitglieder sind veränderungsbereit, um das bestmögliche Ergebnis zu erhalten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ₂	Die (. . . .) Teammitglieder haben eine hohe Arbeitsmotivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ₁	Den (. . .) Teammitgliedern gelingt es ihre Fähigkeiten gut in Leistung umzusetzen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> ₂		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Inwiefern treffen die folgenden Aussagen zu? (bitte für beide Gruppen beantworten)	...älteren...					...jüngeren...				
		gar nicht	wenig	ziemlich	trifft zu	völlig	gar nicht	wenig	ziemlich	trifft zu	völlig
<input type="checkbox"/>	Die (. . . .) Teammitglieder tragen zum Erfolg des Teams bei.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder geben für die Arbeit wichtige Informationen weiter.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die Kommunikation mit den (. . . .) Teammitgliedern ist hilfreich für die Erledigung von Aufgaben.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder teilen ihren KollegInnen ihr Feedback auf angemessene Weise mit.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder geben ihren KollegInnen ausreichend Feedback zu ihrer Arbeitsleistung.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder geben ihren KollegInnen konstruktives Feedback zu ihrer Arbeitsleistung.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder motivieren andere für ihre Arbeit.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder empfinden ein starkes Gefühl der Zugehörigkeit zu dem Team.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder sind stolz darauf, diesem Team anzugehören.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Das Team ist für die (. . . .) Teammitglieder von großer persönlicher Bedeutung.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder würden gerne ihr weiteres Arbeitsleben in diesem Team verbringen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder fühlen sich den Zielen des Teams verpflichtet.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder halten sich an Vorschriften und Spielregeln.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder schätzen die Arbeit der anderen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder geben den anderen Teammitgliedern ausreichend Anerkennung.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) pflegen einen wertschätzenden Umgang mit anderen Teammitgliedern.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder delegieren unbeliebte Aufgaben.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder geben ihr Fachwissen auf adäquate Weise weiter.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder geben ausreichend Fachwissen weiter.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Das Team profitiert vom Fachwissen der (. . . .) Teammitglieder.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
<input type="checkbox"/>	Die (. . . .) Teammitglieder bilden sich laufend weiter.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Bitte beziehen Sie folgende Fragen auf das **gesamte Unternehmen**.

Inwiefern treffen die folgenden Aussagen auf Sie zu?	gar nicht	wenig	ziemlich	trifft zu	völlig
Ich bin mit meinem derzeitigen Job zufrieden.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ich wäre sehr froh, mein weiteres Arbeitsleben in diesem Unternehmen verbringen zu können.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ich empfinde ein starkes Gefühl der Zugehörigkeit zu meinem Unternehmen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ich denke, dass meine Wertvorstellungen zu denen des Unternehmens passen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ich bin stolz darauf, diesem Unternehmen anzugehören.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Im Folgenden finden Sie eine **Auflistung von Angeboten**, die speziell auf die generationsübergreifende Zusammenarbeit zugeschnitten sind. Bitte geben Sie an, ob diese Angebote in Ihrem Unternehmen vorhanden sind.

	Gibt es folgende Angebote in Ihrem Unternehmen?	ja	nein
Mentoring	Ein älteres Mitglied steht einem Jüngeren als Ratgeber zur Seite.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Job Rotation	Die Möglichkeit verschiedene Arbeitsbereiche zu durchlaufen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Reverse-Mentoring	Ein jüngerer Mitglied steht einem Älteren als Ratgeber zur Seite (z.B. IT).	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Generationsgemischte Teams	Teams werden absichtlich generationsübergreifend zusammengestellt.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Events	Events außerhalb der Arbeitszeit, die zum Erfahrungsaustausch dienen sollen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Führungskräfteentwicklung	Sensibilisierung der Führungskräfte auf generationsübergreifende Zusammenarbeit.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Feedbackgespräche	Die Möglichkeit Mitgliedern aus einer anderen Generation Feedback zu geben.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Workshops	Die Möglichkeit Erfahrungen zwischen Jüngeren und Älteren auszutauschen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Altersteilzeit	Die Möglichkeit vor der Pensionierung auf z.B. Teilzeitarbeit umzustellen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Productive Aging	Angebote im Bereich Gesundheitsvorsorge.	<input type="checkbox"/> 1	<input type="checkbox"/> 2
Sonstiges		<input type="checkbox"/> 1	<input type="checkbox"/> 2

Im Folgenden finden Sie Fragen zu der Kultur in Ihrem **Unternehmen**. Bitte beantworten Sie zuerst, wie die Situation in ihrem Unternehmen **IST** und anschließend, wie die Situation Ihrer Meinung nach idealerweise sein **SOLLte**.

Beurteilen Sie, wie die Situation in Ihrem Unternehmen IST und wie sie Ihrer Meinung nach sein SOLLte.	IST					SOLL				
	gar nicht	wenig	ziemlich	trifft zu	völlig	gar nicht	wenig	ziemlich	trifft zu	völlig
Im Unternehmen herrscht ein Klima der Toleranz und Offenheit.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Im Unternehmen lacht man oft und ist ausgelassen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Jeder wird nach seiner Leistung bezahlt.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Pläne werden oft geändert.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Man kann nie sicher sein, was am nächsten Tag auf einen zukommt.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Jeder wird nach dem Alter und der Betriebszugehörigkeit bezahlt.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Das Unternehmen ist charakterisiert durch Bürokratie.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Im Unternehmen wird jeder Euro penibel umgedreht.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Die Homepage des Unternehmens wird laufend aktualisiert.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Im Unternehmen besteht die Möglichkeit gratis Kaffee zu trinken.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Den MitarbeiterInnen wird zum Geburtstag gratuliert.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Angaben zu Ihrer Person

In welcher Zeitspanne sind Sie geboren ?

☐₁ Bis 1964 ☐₂ 1965 – 1980 ☐₃ Ab 1981

Haben Sie Führungsverantwortung?

☐₁ Ja ☐₂ Nein

Wie groß ist das Unternehmen, in dem Sie beschäftigt sind?

☐₁ Bis 9 Mitarbeiter ☐₂ 10 – 49 Mitarbeiter ☐₃ 50 – 249 Mitarbeiter ☐₄ Ab 250 Mitarbeiter

Aus wie vielen Mitgliedern besteht das Team in dem Sie arbeiten? _____

In welche Branche ist das Unternehmen, in dem Sie arbeiten, einzuordnen?

☐₁ Bank & Versicherung ☐₂ Gewerbe & Handwerk ☐₃ Handel ☐₄ Medien & Unterhaltung

☐₅ Information & Consulting ☐₆ Tourismus & Freizeit ☐₇ Transport & Verkehr ☐₈ Industrie

☐₉ Sonstiges _____

10.8. CV



Dana Amon, BSc

Education

Since 2013	University of Vienna, Vienna Business Administration (Bilingual; GPA: 1,3) Personnel- & Organizational Management; Health Care Management Degree: MSc (<i>Summer 2015</i>) Master Student Award Scholarship of Achievement
2015 2013/2014	
2008 - 2012	Vienna University of Economics and Business, Vienna Business Administration Business Training; SME - Management Degree: BSc (WU) Scholarship of Achievement Member of the "Top League" programme
2010/2011 2008 - 2010	
2000 - 2008	Bundesgymnasium Kundmannngasse, Vienna Degree: Matura (cum laude)

Professional Experience

Since 10/2014	University of Vienna, Vienna Student Assistant for Strategic Management
08/2014 – 09/2014	Medical University of Vienna, Vienna Intern HR
03/2012 – 07/2014 09/2013 – 07/2014 08/2012 – 08/2013 03/2012 – 07/2012	Albrecht Business Coaching GmbH Head of Market and Relation Management (Part Time) Assistance - Recruiting and Workshop Administration (Full Time) Assistance - Market and Relation Management
12/2009 – 02/2012	Korn/Ferry International Project Assistant
08/2008	LAVU, Wels Intern Payroll

Additional Activities

Since 2008	Girl Scouts, Vienna Youth Leader
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International Experience

08/2015	BUSEM, School of Entrepreneurship and Management, Bangkok, Thailand <i>Entrepreneurship in Asia</i>
08/2013	Instituto de Idiomas Ibiza, Ibiza, Spain Language Program
04/2012	Charles University Prague, Prague, Czech Republic East goes west - West goes east?
08/2011 – 09/2011	Summer School Montenegro, Budva, Montenegro International Business
08/2010 – 09/2010	National Sun Yat-sen University, Kaohsiung, Taiwan Politics, Economy, Law and Society in East Asia
08/2006 – 12/2006	Madison West High School, Madison, Wisconsin, USA 11 th Grade
01/1999 – 07/1999	Shorewood Hills Elementary School, Madison, Wisconsin, USA 3 rd Grade

Further Education

2014	Vienna University of Economics and Business Proof of competence Business Training
2009 - 2014	Vienna Scouts Association Pedagogic Education

Additional Knowledge

Microsoft Office	Excellent
ARIS/ADONIS	Basic Knowledge
PASW/SPSS	Basic Knowledge

Driving Licence B

German	Mother Tongue
English	Fluent - TOEFL 103/120
French	Basic Knowledge
Spanish	Basic Knowledge