

## EMPLOYEE ENGAGEMENT ON MULTIPLE GENERATIONS

Rita Yuni Mulyanti

Ernie Tisnawati Sule

Maman Kusman

Hilmiana

---

### ABSTRACT

*Employee engagement is the working attitude that is believed to improve the effectiveness of the organization in terms of employee productivity, profitability, retain employees, customer satisfaction and adaptability (Sundaray, 2013). Currently there are three groups of generations in the workplace, namely the baby boomer generation, generation X and generation Y. Generational differences in terms of work values is a challenge for human resource managers because the values of each generations are related to their work attitude. The purpose of this study was to understanding the relationship between the values of the generation with employee engagement through the analysis of the results of previous studies. For this purpose, the method used is Literature review. Data were collected by searching scientific journals that have published through Proquest and Emerald using keywords generational differences, generational values, and employee engagement. Journals that have been obtained are grouped to be analyzed and assessed. Results of the review showed that the dimensions used to measure generational values is work centrality, compliance, work-life balance, leadership, power and recognition. While employee engagement is measured by job engagement and organizational engagement. It also found that the values of the generation effect on employee engagement.*

**Keywords:** Employee Engagement, Generational Differences, Generational Values, Generational Group

---

### Introduction

Employee engagement is a management concept that has been widely discussed and is believed to have a correlation with the performance of the individual. Gruman and Saks (2012) states that employee engagement is one of the drivers to improve organizational performance. Employee engagement is also believed to improve the effectiveness of the organization in terms of employee productivity, profitability, retain employees, customer satisfaction and adaptability (Sundaray, 2013).

However, the company faces challenges with the entry of generation Y into the workforce. There are three generations working side by side within the company, namely the generation of baby boomers, generation X and generation Y. Hernaus and Vokic (2014) suggests that employees of the same generation group has certain characteristics, which affect their outlook on life and work. People from different generational groups have different life experiences that ultimately affect the values and attitudes when working.

Engagement problem was found dominant in the generation Y. A Gallup survey states that 49% of employees who are not engaged in Indonesia come from a generation Y (Gallup, 2016). Some of the reasons put forward by generation Y tempted at a higher salary offer from another company (Radjasa, 2013), career advancement (Smola and Sutton, 2002) and the conflict between generations (Gonzales, 2006). Loomis and Hart in Wong (2008), states that employees of generation Baby boomers tend to value job security and a stable work environment, while the generation X are more likely to leave a job and looking for a more challenging choice and a higher salary.

Research on employee engagement is associated with the generation has been done by Park and Gursoy (2012) and Hlongwane & Ledimo (2015) who get the result that the level of work engagement varies depending on the generation group. Generation Y has a lower engagement work compared to the older generation. Another study conducted by Havens et.al (2013) with the result that the predictors of engagement for each different generation so that a different strategy is needed to improve it.

The studies have been conducted only distinguish engagement work of every generation. Research conducted Hermin Fatimah (2015) measuring the difference in generations through individual characteristics of generation X and generation Y, and see the impact on employee engagement. However, research associate the values of generation with employee engagement has not been found. Meriac, Woehr and Banister (2010) suggested that aspects getting most attention in research on generational differences are related to work values and attitudes. Macey and Schneider (2008) argues that when employees feel that their work is consistent with the values and inclinations, then they will be engaged in work.

The purpose of this study was to understanding the relationship between the values of the generation with employee engagement through the analysis of the results of previous studies.

### Literature Review

**Employee Engagement**

Engagement concept was first proposed by Kahn (1990) which argues that personal engagement is "The harnessing of organization members selves to Reviews their work roles. In the engagement, one's work and express themselves physically, cognitively and emotionally during the running of the job role. Employees who engaged will turn over themselves and focus on enhancing the role of his work. They are willing to do so because of psychological fulfillment of three conditions, namely meaningfulness, safety and availability. Furthermore Kahn (1990) says that "Engagement means to be psychologically present when occupying and performing an organizational role".

Rothbard (2001) define engagement as "Psychological presence but goes further to state that it involves two critical components: attention and absorption". Attention refers to the ability of cognitive and amount of time spent weeks to think about their role, while absorbtion means keterlarutan in the role and refers to the intensity of one's focus on the role. Kahn (1990) and Rothbard (2001) argues that employee engagement is measured by the presence of the psychological aspects within an employee while performing his job role that can be viewed through attention and concentration.

Definition of engagement was also approached from the literature on burnout (Maslach, Schaufeli and Leiter, 2001) which states that engagement is the opposite of burnout or the antithesis of bunout. Maslach (2001) argue that burnout is characterized by energy, involvement and success that is the opposite of exhaustion, cynicism, and lack of accomplishment. Roman Gonzales et.al (2006) found that the core dimensions of burnout (exhaustion and cynicism) opposed to the engagement (vigor and dedication). Furthermore Schaufeli et.al (2002) defines engagement "as a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption" It further explained that the engagement is not instantaneous but settled conditions and firm and widespread in attitude and mindset that is not only focused on objects, events, people or behavior.

Psychological approach proposed Kahn (1990) and Maslach (2001) does not explain why people respond to these conditions by varying degrees. Saks (2006) describes the variation of the degree of engagement with social exchange theory approach (SET). SET explained that there is an interaction of interdependence between the two parties. The relationship developed into a trust and mutual commitment faithfully for both parties adhere to the agreed rules. This is in line with the opinions Robinson et.al (2004) which argues that engagement is a reciprocal relationship between workers and employers.

Saks (2006) argues that there are two types in employee engagement, namely job engagement and organizational engagement. This refers to the conceptualization of engagement with regard to the role. Engagement reflect individual psychological presence when carrying out its role in the organization, namely the role in the work and role of the members (Kahn, 1990 and Rothbard, 2001).

**Dimensions of Employee engagement**

Studies on some research about the dimensions that are often used in measuring employee engagement are summarized in Table 1.1 below.

Tabel 1.1 Dimension of Employee engagement

author	Dimension of employee engagement
Park dan Gursoy (2012)	<i>vigor, dedication, and absorption</i>
Thomas dan Craig (2008)	<i>vigor, dedication, and absorption</i>
Abdour & Tarawneh (2014)	Job engagement, organizational engagement
Unal & Turgut (2014)	<i>Work engagement dan Organizational engagement</i>
Aon Hewitt (2013)	<i>Say, stay, strive</i>
Gallup (2013)	<i>How can we grow, do I belong, what do I give, what do I get</i>

Source: compiled by author

The table shows the dimensions that are often used to measure employee engagement. The literature review found that there are similarities in these dimensions. Schaufeli et.al (2002) identify the work engagement into physical and cognitive components. Vigor was the outpouring of energy and mental strength during the work, the courage to make a supreme effort in completing a job, and work diligently in the face of adversity. Also the willingness to invest every effort in a job, and persisted despite facing difficulties. Dedication, is a very strong feeling tied down a job and feel meaningful, enthusiasm, pride, inspirational and challenged. Absorption, an employee who is always full of conditions and serious concentration on the job. When completing the work time was passed quickly and and find it fun making it difficult to separate ourselves with work.

The concept has similarities with job engagement presented by Saks (2006) which refers to the extent to which an individual fascinated in performance/role work as individuals, time flies, and really devote himself to his work. It is also in line with the dimensions strive by Aon Hewitt (2013). When an employee is engaged in work then he will give more time, energy and

initiative to contribute to organizational success (strive). Similarly, the dimensions What do I give from Gallup (2013). Employees want to improve, learn, grow, innovate, and implement their new ideas. These characteristics indicate attachment to someone on the job.

Organizational engagement proposed by Saks (2006) reflects the extent to which an individual is psychologically present as a member of the organization. The situation is seen from the expression of pride in the organization, find meaning and make sense of life when incorporated into the organization. This is similar to the dimensions of say and strive used by Aon Hewitt (2013). An employee who is engaged to be consistently speak positively about the organization to which he is working to co-workers, potential employees and customers (say), ownership and wants to become part of the organization (stay).

Saks (2006) also explains that the level of engagement described through a reciprocal relationship between employees and the company as described Robinson (2004). When employees feel that the organization gives what he wants, he will reply to his ability.

It is also in line with the dimensions used Gallup (2013). How can we grow show feeling when employees start a new role, and got a chance to grow; Do I belong is the feeling when employees have good friends, co-workers who are committed to the quality of work, mission and objectives of the company, and current employees are taken into account. They started their own individual contribution and consider how others see and appreciate their efforts. What do I get is a condition when employees evaluate their relationship with the team and the organization, expect the boss's attention, the recognition of work performance and do their best every day. Thus it can be said that the dimensions of employee engagement is a job engagement and organizational engagement.

### Understanding generation

The researchers previously provide a definition of a generation. Mannheim (1972) defines a generation as "a group of people of the same age in a social location Similar Similar experiencing social events". Strauss and Howe (1991) states that the generation is "a group of people who have birth years in common, and therefore presumably experience significant public events at about the same point in their development" more Kopperschmidt (2000) defines a generation as "An identifiable (cohort) that share birth years, age location, and significant life events at critical developmental stages (times) 5 -7 years divided into first wave, the core group, and last wave ". In this case Constanza et.al (2012) Explains that the critical period in the development of one's life occurred at the end of childhood, adolescence and early adulthood. The explanation expressed by Constanza et.al (2012) in a definition of "a generation is defined as a group of individuals, who are roughly the same age, and who experience and are influenced by the same set of significant historical events during key developmental periods in their lives, typically late childhood, adolescence, and early adulthood.

Based on the definitions above, it can be seen that all three of these definitions are complementary and there are Several components into consideration in defining the generation items, namely: (1) A group of individuals; (2) Born in the same time frame; (3) Experience important events on the same historical and critical phase of life. Historic events that occur in childhood to early adulthood Gives the impression of depth and shape the character of each generation. Thus, the generation constructs in this article is a group of individuals who have almost the same age, have a character shaped by the experiences of various historic events in late childhood to adulthood.

Several studies that have been conducted Generally agree that there are tree generations. Those generations are baby boomers, generation X, and Generation Yor millennial. In accordance with this opinion, Zemke et.al (2000) classifies the generation into four groups items, namely:

- a. Baby boomers (1944-1960)
- b. Generation X (1961 - 1980)
- c. Generation Y (1981-2000)

The profiles of tree generations in the opinion of some experts are described as follows.

- a. Baby boomers

Baby boomers generation identified as the generation born during the post-World War II, during the population explosion that occurred between 1946 until 1964. Ju Chen and Choi (2008) argue that this generation has the characteristics of an idealistic, optimistic, selfish and self-satisfaction. They see opportunities as a means of self-actualization, view work as a goal, hope of consensus, and expects participation. baby boomer also described as a workaholic generation that considers the success and achievement. They put career as the central value and the focus of life.

Warner and Sanberg (2010) describe the baby boomer generation who have high levels of high ideals and capable of questioning authority. Boomers have a level of optimism and competitive as they are brought up to believe that everything is possible, even believe that they can change the world. This generation is known as a hard worker who is willing to go the extra mile and defines professionalism of their achievements (Jora, 2014; Gursoy et.al, 2013). They had sacrificed much to achieve the position they achieved today, so they expect the next generation to follow the culture of their hard work. Boomers also called the "Me Generation" because they tend to be more focused on personal well-being rather than the group. Their pursuit of personal satisfaction, health and welfare, as well as personal growth.

Anantmula (2012) explains that this generation grows during the cold war and the issues of human rights. Baby boomers in the work world is the type of hard-working, optimistic and loyal, they like a leader who can influence others and are willing to be a

mentor. Members of this generation will be motivated if given the opportunity to demonstrate their skills, get a bonus / incentive enough, and their contribution was awarded.

b. Generation X

Warner and Sanberg (2010) explains that this generation was born in the era of the rate of divorce, abortion, and the highest double income, as well as permissive parenting. They grew up in a family with both parents are busy working (latchkey kids), so that they become a generation who lack parental care. Jora (2014) argues that this generation was raised at the time of changing values. The era of equality of women led to both parents work and have an impact on the emergence of a single parent. This experience led to Generation X is more family oriented and give priority to work-life balance (Anantatmula, 2012). Jora (2014) adds that they have been exposed to technology since childhood. In the workplace, they are skeptical of authority and like an independent leader. This generation is able to collaborate and independent, more altruistic, skilled in management, financial savvy, independent, not intimidated by the authorities, and innovative

Opinions of the above experts agree that Generation X is the generation value independence stand out and give priority to balance life and work and give enough time for his family. The main value of which is believed by this generation is the independence and flexibility, which manifested the desire to get an award on their freedom either in work life balance and working hours (Cennamo and Gardner, 2008).

c. generation Y

Generation Y or millennial born in the range of 1981-2000. Murphy (2010) describe the generation Y as the generation that has high expectations on work and achievement-oriented. They tend to be motivated when working with creative people. Warner & Sanberg (2010) and Jora (2014) explains that what distinguishes this generation from previous generations is that this generation grew up with access to technology from birth: the phone, downloading music, blogging, chatting online, YouTube, iPod, and Internet , They have friends in the virtual social networking, pragmatic, multitasking, socially responsible. With these capabilities, this generation prefer informal communication, direct and fast, and like the cooperative and collaborative leadership style, competence and put together. They do not like the manager degrading and difficult to approach when they want to ask, they also like feedback quickly and frequently. This generation also wants to be treated as colleagues, not subordinates.

Anantatmula (2012) explains that Generation Y is the fall of the communist era and the Internet revolution. Generation Y in the workplace possess self-confidence, multitasking and unattached. This generation is motivated by the high positions, high income but less care about social approval, so they tend to like a flexible leader.

The opinions above agreed that Gy is the generation that is close to the technology since they were born. They are multitasking, confident and flexible. The main value of which is believed to be this generation is the achievement and empathy, so they need recognition of the expertise they have

**Dimension of generation values**

Meriac, Woehr and Banister (2010) suggested that the Aspects getting most attention in research on generational differences are related to work values and attitudes. Therefore in this article generations studied based on the values they believe in. Dimensions used in some research on next-generation values are summarized in the following table.

Tabel 1.2 Dimension of generation values

Author	Dimension of generation values
Cennamo dan Gardner (2008)	ekstrinsik, intrinsik, altruisme, status, nilai kemandirian kerja dan faktor sosial
Chen dan Choi (2008)	achievement, lifestyle, altruism, intellectual stimulation, relationship with supervisor, creativity, independence, security, income, prestige, variations in employment, environment, management, aesthetics and relationships
Gursoy, Maier dan Chi (2008)	Meaning of work, attitudes toward authority and perspective on the job
Schullery (2013)	intrinsic, extrinsic, social, leisure, and altruistic
Gursoy, Qing Chi dan Karadag (2013)	Work contrality, non compliance, technological challenges, work life balance, leadership, power, recognition,

Source: compiled by author

Dimension generation values contained in the table above, if examined further contain equations. Comfort and security dimension has elements in common with the extrinsic and social dimensions, compliance, affiliations and attitudes toward

authority. Personal growth contain elements of intrinsic (things that happen in occupations involving intellectual stimulation and challenge that can be challenging technology), altruism (the desire to contribute to the social environment) the centrality of employment. Professional growth implies the influence, namely the tendency to consider the important tasks measured by indicators wishes views on the importance of work in one's life to dominate, control desire and willingness to take responsibility. Work-life balance in the form of the need to separate work from personal life. The centrality of work (work centrality) that views on the importance of work in one's life that is measured by indicators such as the role of work and seriousness to build a professional life. Recognition is a tendency to be accepted and taken into account in important tasks, which is characterized by speed feedback and appreciation. Thus it can be said that the dimensions used to measure values is the centrality of employment generation, compliance, technology challenges, work-life balance, leadership, power and recognition

**Method**

The method used is a literature review. Reason for the use of the method of literature review is that this research aims to the make-the most Appropriate to construct a variable of generational values and employee engagement. Data Obtained by reviewing the relevant international journal by using generation values and employee engagement differences as keywords. Reviewed journals are international journals that discuss the values differences of generation baby boomers, X and Y and employee engagement that published. Relevant journals were collected, Analyzed, and synthesized.

**The linkage values with the generation of employee engagement**

Every generation has the experience and historical events that shape the beliefs and values of the generation. In the work of these values is the basis for every generation to interpret the work that can be a precursor of engagement (Cristian et.al, 2011). Work engagement is a positive experience of an individual on his work. Perceptions associated with the work established by the value of the work. Generation X and Y have a high tendency in our spare time and work-life balance. It can have an impact on their ability to cope with the demands of the job. While the baby boomer generation is the generation that interpret the life and work as a role known workaholic. This value causes the baby boomer generation is willing to sacrifice free time and personal life to work.

Employees who use physical and psychological resources for more in the workplace (high involvement) tend to have less energy when at home (Halbesleben et al., 2009). The centrality of youth employment are lower because they prioritize personal and family life than work (Twenge et al., 2010). This means that the younger employees expend less energy in the work, so that their engagement is lower than the older generation. But Generation Y, also known as the most educated generation and multi-tasking. They want a promotion, rapid feedback, higher pay, have great enthusiasm and passion in completing the work (Gursoy et.al, 2013) so that they assume the professionalism of the work is important. Generation Y is the generation that grew up in the era of technology so that they have the highest attachment to technology than the other two generations. If the means at their disposal can not be accommodated by the company then their intention to leave will be higher.

Based on the above, the relevance values with employee engagement generation can be described as follows:

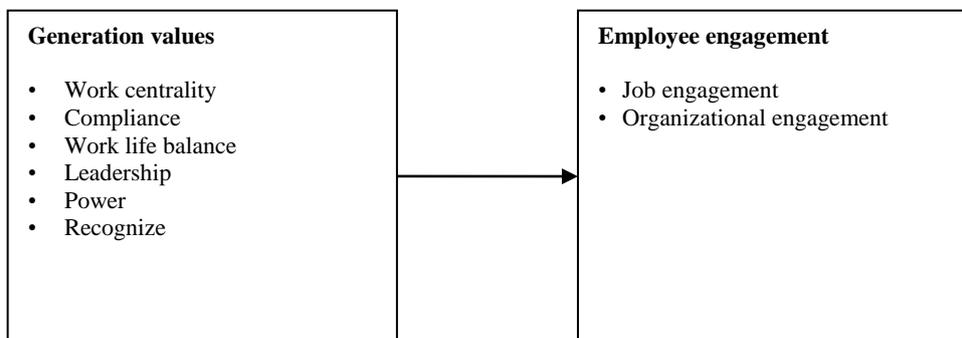


Figure 1.1. The linkage between the values of the generation with employee engagement

**Conclusion**

The conclusion from this study is that there are two dimensions that are often used in employee engagement studies that have been done, that job engagement and organizational engagement. Some of the dimensions used to measure the values of the generation consists of work centrality, compliance, work-life balance, leadership, power and recognition. The study of the relationship between the values of the generation with employee engagement to find results that values the generation of an impact on the level of employee engagement. However, the opinion is still to be tested empirically.

**References**

Albdour, Ali Abbas and Ikhlas I. Altarawneh. (2014). Employee Engagement and Organizational Commitment: Evidence from Jordan. International Journal Of Business, 19(2), 2014 ISSN: 1083-4346.

- Anantatmula, V.S., & Shrivastav, B. (2012). Evolution of Project Teams for Generation Y Workforce. *International Journal of Managing Projects in Business*. 51: 9 - 26.
- Aon Hewitt. (2014). Trends in Global Employee Engagement. Aon Hewitt
- Cennamo dan Gardner, 2008. Generational Differences In Work Values, Outcomes And Person-Organisation Values Fit. *Journal of Managerial Psychology*. Vol. 23 pp. 891-906.
- Christian, M.S., Garza, A.S., Slaughter, J.E., (2011). Work Engagement: A Quantitative Review And Test Of Its Relations With Task And Contextual Performance. *Personnel Psychology* 64 (1), 89–136.
- Costanza, David P. Jessica M. Badger, Rebecca L. Fraser, Jamie B. Severt, Paul A. (2012). Generational Differences in Work-Related Attitudes: A Meta Analysis. *J Bus Psychol*, 27:375–394
- Fatimah, Hermin., Arya Hadi Dharmawan, Euis Sunarti, and M. Joko Affandi. (2015). Pengaruh Faktor Karakteristik Individu dan Budaya Organisasi terhadap Keterikatan Pegawai Generasi X dan Y. *Jurnal Aplikasi Manajemen (JAM)*. Vol 13 No 3, 2015. Index by Google Scholar.
- Gallup. (2013). State of The Global Workplace. Gallup
- Gallup. (2016). State Of The Global Workplace. Gallup
- González-Romá, V., Schaufeli, W. B., Bakker, A. B. and Lloret, S. (2006). Burnout And Work Engagement: Independent Factors Or Opposite Poles?. *Journal of Vocational Behavior*. Volume 68, 65 – 174.
- Gruman, Jamie A. and Saks, Alan M. (2011). Performance Management And Employee Engagement. *Human Resource Management Review*, Vol 21, pp 123–136.
- Halbesleben, J.R.B., Harvey, J., Bolino, M.C., (2009). Too Engaged? A Conservation Of Resources View Of The Relationship Between Work Engagement And Work Interference With Family. *Journal of Applied Psychology* 94 (6), 1452–1465.
- Havens, Donna Sullivan, Nora E. Warshawsky and Joseph Vasey. (2013). RN Work Engagement In Generational Cohorts: The View From Rural US Hospitals. *Journal Of Nursing Management*, 21, 927–940.
- Hernaus, Tomislav and Vokic, Nina Polos'ki. (2014). Work Design For Different Generational Cohorts Determining Common And Idiosyncratic Job Characteristics. *Journal of Organizational Change Management*. Vol. 27 No. 4, 2014. pp. 615-64.
- Hlongwane & Ledimo. (2015). Generational Differences On Work Engagement Levels Of Government Healthcare Institution Employees. *Journal Of Governance And Regulation / Volume 4, Issue 1*.
- Jora R. Bansal and Khanz Sanobar. (2014). Motivating Multigenerational Human Resource. *International Journal of Organizational Behavior and Management Perspectives ©Pezzottaite Journals*, Volume 3, Number 4, October – December, ISSN (Print): 2279-0950 (Online).
- Ju Chen, Po and Youngsoo Choi. (2008). Generational Differences in Work Values: A Study of Hospitality Management. *International Journal of Contemporary Hospitality Management* Vol. 20 No. 6, pp. 595-615.
- Kahn, W.A., (1990). Psychological Conditions Of Personal Engagement And Disengagement At Work. *The Academy of Management Journal* 33 (4), 692–724.
- Kupperschmidt, Betty R. (2000). Multigeneration Employees: Strategies for Effective Management. *Health Care Manager*, 19 (1), 65 – 76.
- Macey, W.H., Schneider, B., (2008). The Meaning Of Employee Engagement. *Industrial and Organizational Psychology* 1 (1), 3–30.
- Mannheim, K. (1972). *Essays on the Sociology of Knowledge*. New York. Oxford University Press.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job Burnout. *Annual Review of Psychology*, 52, 397–422.
- Meriac, Woehr and Banister. (2010). Generational Differences in Work Ethic: An Examination of Measurement Equivalence Across Three cohorts. *J. Bus Psychol*, 25: 315-324.
- Meriac, Woehr and Banister. (2010). Generational Differences in Work Ethic: An Examination of Measurement Equivalence Across Three cohorts. *Bus J Psychol* (2010) 25: 315-324.
- Murphy Jr., EF, Gibson, JW, & Greenwood, RA (2010). Analyzing Generational Value Among Managers And Non-Managers For Sustainable Organizational.
- Park, Jeongdo and Dogan Gursoy. (2012). Generation Effect on Work Engagement among U.S Hotel Employees. *International Journal of Hospitality Management* 31, pp 195 – 1202.
- Radjasa, S. (2013). How Develop a Plan For Keeping Your People. Download on April 8 2017, from <http://haygroup.com>.
- Robinson, D., Perryman, S. and Hayday, S. (2004) *The Drivers of Employee Engagement*. Brighton, Institute for Employment Studies.
- Rothbard, N. P. (2001). Enriching or Depleting? The Dynamics Of Engagement In Work And Family Roles. *Administrative Science Quarterly*, 46, 655–684.
- Saks, A.M., (2006). Antecedents And Consequences Of Employee Engagement. *Journal of Managerial Psychology* 21 (7), 600–619.
- Schaufeli, W. B., Salanova, M., Gonzalez-Roma, V., & Bakker, A. B. (2002). The Measurement Of Engagement And Burnout: A Two Sample Confirmatory Factor Analytic Approach. *Journal of Happiness Studies*, 3, 71–92.
- Schullery, Nancy M. (2013). Workplace Engagement and Generational Differences in Values. *Business Communication Quarterly*. 76(2) 252– 265.
- Smola, K. W., and Sutton, C.D. (2002). Generational Differences: Revisiting Generation Waork Values For The New Millenium. *Journal of Organizational Behavior*, 23: 363 – 382.
- Strauss, W., and Howe, N. (1991). *Generation: The History Of America's Future*. pp 1584 to 2069. New York: William Morrow and Co.
- Sundaray, Bijaya Kumar. (2013). Employee Engagement: A Driver of Organizational. *European Journal of Business and Management* [www.iiste.org](http://www.iiste.org) . ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol 3, No.8.
- Twenge, Jean M. (2010). A Review of the Empirical Evidence On Generational Differences in Work Attitudes. *J Bus Psychol*, 25: 201-210

- Ünal, Zeynep Merve Tülay Turgut. (2015). The Buzzword: Employee Engagement. Does Person-rganization Fit Contribute to Employee Engagement?. *Iranian Journal of Management Studies (IJMS)* Vol. 8, No. 2, pp: 157-179.
- Warner, Jon and Sanberg, Anne. (2010). *Generational Leadership*. Ready ToManage Inc. 8939 S. Sepulveda Blvd., Suite 110-705, Los Angeles.
- Wong, Melissa, Elliroma Gardiner, Whitney Lang, and Leah Coulon (2008) *Generational Differences In Personality And Motivation Do They Exist And What Are The Implications For The Workplace?* *Journal of Managerial Psychology*. Vol. 3 No. 8 pp. 878-890.
- Zemke, Ron, Raines and Filipczak. (2000). *Generations At Work : Managing The Clash Of Veterans, Boomers, Xers, And Nexters In Your Workplace*. American Management Association, 1601 Broadway, New York, NY 10019.

Rita Yuni Mulyanti

*doctoral student of Management Sciences,  
University of Padjadjaran (Unpad) Bandung, and  
lecturer of Graduate Studies Program,  
Pandu Madania Economics High School, Bogor, Indonesia*

Ernie Tisnawati Sule

*Lecturer in Management Science Doctoral (DIM) Program and  
Professor of the Faculty of Economics and Business,  
University of Padjadjaran (Unpad) Bandung, Indonesia*

Maman Kusman

*Lecturer in Management Science Doctoral (DIM) Program and  
Professor of the Faculty of Economics and Business,  
University of Padjadjaran (Unpad) Bandung, Indonesia*

Hilmiana

*Lecturer in Management Science Doctoral (DIM) Program and the  
Faculty of Economics and Business,  
University of Padjadjaran (Unpad) Bandung, Indonesia*