The Generational Divide:
Understanding Work Centrality, Organizational Commitment and Communication
Satisfaction

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Abstract

The Generational Divide: Understanding Work Centrality, Organizational
Commitment and Communication Satisfaction

Jacqueline De Stefano

Generational differences in the workforce have become topics of interest in popular

management journals, which are keen to use anecdotes and stereotypes to make

recommendations to their readers. However, little empirical research has been done

on this topic, especially as it pertains to work/life balance, communication

satisfaction and organizational commitment. The current study analyzes the

potential generational differences in three industries: banking, teaching and

marketing and media in a sample of 138 active members of the workforce from

three different generations: Baby Boomers, Generation X and Millennials. Affective

and normative commitment, communication satisfaction and work centrality were

the outcome variables of this study. Results from this study revealed that only work

centrality was significantly different among the surveyed generations. Affective

commitment, normative commitment and communication satisfaction showed no

differences among Baby Boomers, Generation X and Millennials. Various age

constructs were also used in this study, including subjective age, perceived relative

age and chronological age. Results revealed that all age constructs were related to

affective commitment, communication satisfaction, with subjective age having the

strongest relationship to the outcome variables. Normative commitment and work

centrality were not related to age measures. Implications for managers and future

research were discussed.

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Chapter 1: Introduction

Jessica is a recent university graduate looking to enter the workforce. She's an honours student graduating from a good business school with a second major in psychology and with lots of volunteer experience. Though she is a fine job candidate, her expectations for her job are very different from those of her older counterparts. In her interview, she asks the interviewer about the length of the workweek, the company's stand on environmental policies and dress codes, seemingly unimpressed by the employer's answers. Jessica represents the newest generation entering the workforce, Millennials, and employers are starting to take notice of this generation and its unique characteristics. It is estimated that by 2015, there will not be enough qualified candidates to fill the available job positions, making way for younger job candidates like Jessica (Harvey, 2010). Though special attention is being paid to Millennials, it is important to note that the bulk of the current workforce is over 30 years old, and thus, these generational cohorts should not be ignored as managers focus more on the needs of Millennials. This has, in turn, raised a red flag to employers who are become concerned with the potential conflicts in their diverse workplace, especially with regards to generational differences.

The issue of generational differences within the workforce is becoming an ever-growing topic in the popular management literature (Deal, Altman, & Rogelberg, 2010). Longer lifespans and delayed retirement have created a scenario where, for the first time in history, three generations are present in the workforce (Johnson & Lopes, 2008). As a result, the popular media have started to draw

attention to the potential for a "generational divide" in the workplace. Safer (2007) describes the multi-generational workplace as a "psychological battlefield" wherein Millennials and Baby Boomers clash. Other researchers state that managing the youngest generation, the Millennials, differently from their older counterparts is based on the rationale that key differences in values and beliefs exist between the two, and failure to address these will lead to conflict and misunderstanding (Wong, Gardiner, Lang, & Coulon, 2008).

Mainstream media outlets including "60 Minutes", Business Week, The Globe and Mail, and The Wall Street Journal, have covered the newest working generation and highlighted the vast number of differences among the current generations in the workplace, especially Baby Boomers (Boomers) and Generation X (GenX, Xers), and the newest generation to enter the workforce, Millennials (Twenge, 2010). Management consultants have warned employers to take precautionary measures to retain Millennials in the workforce who have the ease and an ability to change jobs. While the popular literature is rife with stories that focus on the differences among these generations, there is a lack of empirical research to either support or refute these widely held generalizations of generational differences in the workplace (Deal et al., 2010; Johnson & Lopes, 2008; Kowske, Rasch, & Wiley, 2010; Twenge, 2010). An example of these characterizations is the idea that Millennials have unrealistic goals and expectations about work. Though this is a notion that can be easily found in the popular literature, there has been very little research documenting these expectations in North America (Ng, Schweitzer, & Lyons, 2010). Similarly, Johnson and Lopes (2008) state that a lot of the information on the

current workforce is not based on unbiased empirical research, but on surveys

commissioned by marketing and consulting companies, for the express purpose of

pushing company agenda or justifying bottom line/ profit driven attitudes of the

firms that hired them. Thus, research is needed in order to determine whether the

assumptions and stereotypes attributed to generational trends are borne out in

actual fact.

Generational Stereotypes

According to Kupperschmidt (2000) a generation is an identifiable group of

people who share similar birth years and thus, significant life events at critical

stages of their development. These events shape the generation and influence their

attitudes and behaviours throughout their lifetime (Sullivan, Forret, Carraher, &

Mainiero, 2009). Similarly, Smola and Sutton (2002) note that the social context of a

generational cohort's development affects their personality, their feelings towards

authority, beliefs about organizations, their work ethic and aspirations and goals.

Therefore, members of one generation can differ from members of adjacent

generations not only by their birth years, but also in the social and historical

experiences that affect their overall psychological make up.

Generational membership is not elective and members of a generation are

often not even aware of their own generational status (Kowske et al., 2010).

However, the concept of generations is important in understanding the process

known as "demographic metabolism" - how a new generation is socialized through

sociohistorical forces and, with time, how this socialization shapes reactions to

those socializing agents.   Again, research shows that people at different

developmental stages interpret events differently and contribute to the unique

characteristics that define each generation.

For the purpose of this study, three generations active in today's workforce:

Baby Boomers (born between 1946-1964), Generation X (1965-1979) and

Millennials (1980 – 2000) will be examined. These generational categories are

based on Howe and Strauss' (2000) generational taxonomy, which was developed

after studying historical data to define generations in the United States, dating back

to the sixteenth century. According to Howe and Strauss (2000), there are currently

six living generations; G.I. Generation (based on the name given to WWII

soldiers)(1901-1924), Silent (1925-1942), Baby Boomers (1946-1964), Generation

X (1965-1970), Millennials (1980 – 2000) and Generation Z (2001-present day).

Each of these generations fits into a particular generational archetype; that of the

Hero, the Prophet, the Nomad or the Artist. Howe and Strauss (2000) state that

these archetypes are cyclical and tend to repeat themselves. For instance, both

Millennials and the G.I. generations fit the Hero archetype whereas Generation X are

Nomads, Boomers fit the Prophet archetype, and the Artist archetype can be used to

describe both the Silent Generation and Generation Z (Howe & Strauss, 2000). Self-

perceived membership starts to emerge during adolescence taking full shape in

early adulthood. Thus, for the purpose of this study, Generation Z will be omitted

since little information has emerged on this generation, and even the oldest

members of this generation have not even reached early adolescence. As well, GIs

and the Silent generation have been omitted since few members of these

generations are still active in today's workforce. Descriptions of the three generations used in this study are further described below.

Baby Boomers (born between 1946 and 1964)

Baby Boomers were the first generation to emerge after World War II (WWII) and are currently the largest generation in the workforce (Wong et al., 2008). Born to parents who lived through the Great Depression, Boomers grew up with a father as a breadwinner and a stay at home mother (Shragay & Tziner, 2011). Boomer children had ample opportunity to better their lives due to a strong post WWII economy and they were brought up with the notion that hard work pays off (Sullivan et al., 2009). As a result, they are known to be loyal, competitive and workaholics (Crampton & Hodge, 2007). As such, Boomers value extrinsic measures of career success and are willing to work long hours to achieve them. In the workplace, they are team players, acknowledge the importance of their coworkers and maintain good relationships with their supervisors (Shragay & Tziner, 2011). Their strengths include consensus building while working in groups, mentoring younger employees and effecting organizational change (Smola & Sutton, 2002). In addition, the popular literature suggests that Boomers also value job security, a stable working environment and are likely to remain loyal to an organization. The focus on the importance of work and career means that, at times, they have difficulty balancing their work lives and private lives (Shragay & Tziner, 2011).

Generation X (1965- 1979)

People categorized as Xers are characterized as cynical, pessimistic and individualistic (Wong et al., 2008). Unlike their Boomer counterparts, Xer were

born into an unstable socioeconomic period and are not likely to show loyalty to a

particular organization (Shragay & Tziner, 2011). This lack of loyalty is greatly

influenced by financial, familial and societal insecurities experienced throughout

their childhood (Sullivan et al., 2009). For instance, Xers were the first "latchkey

kids" due to both of their parents being active in the workforce and rising rates of

divorce. Also, due to corporate downsizing of the 1980's recession, many Xers saw

their parents lose their jobs. Xers have lived through economic uncertainty, the fall

of communism in the formerly communist USSR and the AIDS pandemic. As a result

of these and other similar unstable historical events, this generation is said to be

independent and disloyal (Johnson & Lopes, 2008). In the workplace, Xers are self-

confident and dislike supervision (Shragay & Tziner, 2011). Also, Xers were the first

generation to use personal computers both at home and in schools (Johnson &

Lopes, 2008). With regards to work life, they value a strong work life balance where

personal values and goals are of equal or greater importance to work-related goals

(Wong et al., 2008). GenXers have redefined the concept of work loyalty, where

loyalty is no longer to a specific company, but to their job and colleagues (Shragay &

Tziner, 2011). Therefore, Xers are more likely to move from job to job in an effort to

improve their current work skills (Johnson & Lopes, 2008).

Millennials (1980- 2000)

Millennials, the youngest of the three generations, grew up with digital

technology, being the first generation to have computers in the classroom since the

beginning of their educational studies and thus having had a distinctive relationship

with technology, relative to the other two generations (Sullivan et al., 2009). If the

Internet and cellphones were people, by birth year they would be categorized as a

Millennial, since both of these technological advances emerged during the late

1980s (Hershatter & Epstein, 2010). Popular media outlets often describe

Millennials as being self-absorbed and self-confident, often being called the "Look at

me" generation (Myers & Sadaghiani, 2010). As well, Wendover notes that members

of this generation were subjected to highly structured lives with little free time

because their Boomer parents saw great value in organized activities (as cited in

Johnson & Lopes, 2008). As a result, Millennials are seen in the workplace as being

"techno-literate" with high levels of self-assurance, while constantly searching for

meaningful work and fulfillment in their jobs and careers (Johnson & Lopes, 2008).

In addition, Millennials are more comfortable with change relative to their older

counterparts and, subsequently, are less likely to seek job security as an important

work factor (Wong et al., 2008). Finally, Millennials are characterized as enjoying

challenging experiences, valuing learning opportunities and skill development as

well as enjoying collective action and social contact with their peers (Wong et al.,

2008).

Age versus Generation

Even though the focus of this research is on generational differences in the

workplace, the importance that age plays in this research cannot be dismissed.

Generational categories are based on chronological age. This means that a person's

generational category is based on their birth year. However, one important

difference does exist between age and generational cohort. In general, members of

the same generation have similar life experiences when they are the same age

(assuming they are socioculturally similar). However, a member of one generation may not have had similar experience at age 25, for instance, compared to members of another generation. As well, it is important to include age, as some variables may in fact be affected by actual chronological age and not by the social experiences at a certain age. Thus, for the purpose of this study, both age and generational membership will be examined.

Workplace Diversity

According to Patrick (2011), workplace diversity can be defined as the variety of differences among the people working in an organization, and is often based on the perception employees have towards each other. Susan Jackson in her 1992 book, *Diversity in the Workplace*, outlines how changing economic and organizational environments are forcing managers to address issues of diversity within their own organizations. A more globalized economy, more reliance on person-to-person service jobs and the changing labour market have been tagged as reasons why understanding and managing a diverse labour market is important (Jackson, 1992). With regards to a diverse labour market, various factors come into play, including cultural/racial differences, gender differences as well as age differences. Though it is clear that age differences do exist in the current diverse workforce, not much attention has been given to it to date (Jackson, 1992). However, age related issues do play out in the current workplace. For example, people retiring later in life, middle age women entering the workforce for the first time and younger hires with higher levels of education shape the current make up of the workforce (Jackson, 1992). Given this, managers need to ensure that the proper measures are taken and

that resources are available in order to better manage diversity in the workplace

(Patrick, 2011).

Generational Differences and the Workplace

Though the current literature on the topic of managing generations is limited,

it is clear that the studies that do exist contradict generally held stereotypes. With

regards to work-related values, research shows that current working generations

are generally more similar than different. Where differences do exist, they do not

support generational stereotypes such as the commonly held belief that younger

generations are less focused on work and that older generations are more loyal to

their place of work (Kowske et al., 2010). For example, in a study by Jurkiewicz

(2000) comparing Boomers to Xers, she found that the work-related value ranking

of each generation was in fact mostly similar and that the differences between

generations violated common stereotypes. According to this study, Boomers valued

learning and freedom from conformity more than their Xer counterparts and Xers

valued freedom from supervision more than their Boomer counterparts (Jurkiewicz,

2000). Smola and Sutton (2002) also compared Boomers and Xers and found more

similarities than differences between the two generations. In their study on

generational differences and work values, Smola and Sutton (2002) compared the

work values of workers from 1974 and in 2002 in order to determine whether work

values remained constant and whether Boomers differed from their Generation X

counterparts. Their results found that of the twenty items compared, only three

resulted in significant differences between the generations. These differences

included that Xers valued "me" time more than Boomers and that early promotion

and hard work is associated with one's worth (Smola & Sutton, 2002). Studies like these highlight the equivocal nature of the results and thus may have had little impact on management practice.

While issues such as work/life balance have been researched extensively, inconclusive results have been found when looking at work/life balance in relation to different generations. Work centrality is defined as an individual's belief about the importance that work plays in his or her life (Hirshfeld & Field, 2000). People who consider work as a central part of their lives identify strongly with work (Hirshfeld & Field, 2000). Generally, assumptions have been made regarding work centrality and age, converging on how younger generations tend to be less work centric than older ones. The link between age and work centrality seems to be established since many researchers believe that as a person grows older and has more economic responsibilities, they identify more with work and thus have a higher work centrality (Sharabi & Harpaz, 2010). However, empirical findings supporting this have not been clear. For instance, Twenge, Campbell, Hoffman, and Lance (2010) found small differences in work centrality (a measure of work/life balance) between Baby Boomers, GenX and Millennials. According to Twenge and her colleagues (2010), work centrality has declined in the younger generations. In 2006, Boomers were more likely to disagree with the statement "I expect my work to be a very central part of my life" than Millennial respondents. Similarly, research on the generations' work attitudes has been mixed and limited (Kowske et al., 2010). For example, Davis, Pawlowski, and Houston's (2006) cross sectional study has found that Boomers exhibited lower job involvement and normative

commitment but higher continuance commitment relative to Xers, contradictory to generational stereotypes, and Millennials exhibit higher voluntary turnover than older generations. Therefore, although there may be differences among the generations and their work life, these differences may not be large enough to impact the work environment (Deal et al., 2010).

Challenges in a Multigenerational Workforce

Even if researchers, both for academic and for marketing purposes, agree that generational conflict can occur, very few concrete examples are given on types of conflicts that might occur in a multigenerational workplace. In fact, most of the articles on the topic focus on how to avoid potential conflicts and do not address the conflicts that exist. However, in spite of the little information that exists on this topic, researchers and management professionals agree that the three areas of conflict that may arise between generations are with regards to work ethic, managing change and perceptions of organizational hierarchy (Glass, 2007). The first potential conflict, work ethic, can be gauged by the time spent at work. Boomers often believe that younger generations are not as dedicated because they are not punching the clock at 8am and 6pm every day (Glass, 2007). This is therefore a source of potential conflict in that Boomers' perceptions of their younger counterparts are that they are not investing time in their work even though younger generations often work remotely via telecommunication. Another potential source of conflict relates to communication style, especially as it relates to feedback. Observations on communication styles have revealed that younger workers have a need for immediate feedback (Whitacre, 2007). However, Boomers and Xers are not

as feedback oriented, leading to potential conflicts between older managers and younger subordinates. The inverse is true as well. When younger generations are managing Boomers, conflicts may arise in that a Boomer may feel that they are being too closely supervised by their Millennial supervisors whereas their Millennial counterparts may feel the need for constant and immediate feedback (Glass, 2007). Therefore, managers need to be aware of workers from different generations and their needs and preferences in communication style and frequency of communication.

Communication Preferences in Different Generations

As previously mentioned, conflict between members of different generational cohorts is very likely given their differences in their work expectations and styles. One particular area in which differences can be observed is with regards to communication styles and preferences. Little empirical evidence has emerged on the topic of communication preferences and tools in relation to a multigenerational workforce, though popular management literature has reported on the topic extensively ("Communication Style…", 2009; Reynolds, Bush, & Geist, 2008). What is interesting is that what these popular media outlets report on the topic falls in line with existing generational stereotypes. For instance, in Reynolds, Bush and Geist's (2008) article, generational preferences on communication style are outlined. Consistent with other popular literature on Boomers, they are described as wanting a semi-formal communication environment, where communication is done via print, face-to-face dialogue and on a per need basis. In contrast, Xers are described as informal in their communication style and use technology as a means

to communicate with their co-workers. Finally, Millennials are seen as wanting eye-catching and fun communication styles and are always connected electronically (Reynolds, Bush, & Geist, 2008).

Data on communication styles were reported by Kelly Services Inc. in their survey of 100,000 people from around the world ("Communication Style…", 2009). The research group asked questions to people from the three working generations regarding workplace preferences and found that differences in communication preferences do exist among the generations ("Communication Style…", 2009). More specifically, they found that members of different generations had different habits regarding communication. For example, Millennials rely heavily on the use of instant messaging devices to communicate with co-workers ("Communication Style…", 2009). As well, the research found that Xers were more likely to experience intergenerational conflict in relation to their Boomer and Millennial counterparts, Baby Boomers were the most tolerant of generational differences and Millennials were ready to adapt their communication style in order to better deal with colleagues from different generations ("Communication Style…", 2009). What is also important to note, however, is that though differences do exist, similarities were also found. In fact, all three generations claimed to prefer face-to-face communication to other communication methods ("Communication Style…", 2009). Given these studies, it is clear that communication plays an important role in understanding the differences among generations as they apply to the workplace.

The goal of this study is to further explore the differences in work centrality among the three generations and the extent to which communication and

organizational commitment differ both within and between generations. Current research on generational differences and work centrality often relies on samples of university students to represent Millennials whenever they are included in a study. This means that researchers are comparing a group of individuals active in the workforce to a group that is not, thus raising questions of representativeness of the sample. For example, Smola and Sutton's (2002) sample had a minimal number of Millennials and, consequently, they were forced to eliminate that group during the analysis stage of their research. Similarly, Montana and Lenaghan (1999) and Ng, Schweitzer and Lyons (2010), used a sample of undergraduates and recent graduates not yet active in the workforce to represent Millennials. The current study, on the other hand, uses a sample where all participants are active members of the workforce recruited from three distinct industries. This will increase the external validity of the study and provide a more accurate image of the three generations' work preferences. As well, given the relative novelty of generational differences, this study also aims to add empirical evidence to the growing knowledge base and to provide suggestions for future management practices, especially on ways to better manage a multigenerational workforce. Work-life balance, the availability of work schedules that allow people to combine work with other facets of one's life, is of increasing interest to managers in part because of the alarming rates of burnout and turnovers among employees (Wood, 2008). Similarly, communication practices in the workplace have also been linked to organizational performance and other organizational outcomes (Byrne & LeMay, 2006). An understanding of work centrality, communication satisfaction and

commitment among the generations currently in the workforce can contribute to

improvements in management practices and policies.

Chapter 2: Hypotheses

2.1 Age, Subjective Age and Perceived Relative Age

To measure the age construct, researchers tend to use chronological age. However, research has suggested that chronological age alone may not be the most useful tool in measuring the age construct, especially in a work setting (Cleveland & Shore, 1992). According to Cleveland and Shore (1992), chronological age is often used as a way to ascribe individual attributes to a person. Given this, a person's interpretation of their own age may reflect their perception of identity, health, appearances etc. Therefore, people with the same chronological age may vary in terms of what that age means to them (Cleveland & Shore, 1992). This is especially relevant in a work context, where work members are constantly comparing themselves to their co-workers. Thus, in order to address this, researchers have proposed other measures of age. Two of those measures are subjective age and perceived relative age.

Subjective age is generally defined as how old a person feels (Settersten & Mayer, 1997). It reflects the age group with which the individual feels closest to, be it directly or indirectly (Cleveland & Shore, 1992). This measure has been identified as a potential motivational facet of identity, often associated with the desire to look older or younger and is also influenced by social and autobiographical references (Galambos, Turner, & Tilton-Weaver, 2005). Generally, research on subjective age has found that people around 30 and those going into old age often report feeling younger than their chronological age, whereas individuals in their 20s often feel the same age (Galambos et al., 2005).

Similar to subjective age, perceived relative age refers to the age a person perceives themselves to be in comparison to a normative group within a person's immediate environment (Cleveland & Shore, 1992). These age norms, according to Lawrence (1988), have been linked to observable age effects in the workplace such as employees' evaluations and developmental opportunities. Though perceived age is an interesting construct of age, to date, perceived relative age has not been researched extensively.

For the purpose of this study, where age is an important aspect of generational identity, all three measures of age have been used. Research on the various constructs of age has found that both perceptual and contextual age measures, including subjective age and perceived relative age, provided a greater prediction of various work criteria including work attitude (Cleveland & Shore, 1992). In Bérubé 's (2010) study, which aimed to find alternative explanations for age-related differences in various aspects of work including organizational commitment, she found that subjective age contributed uniquely in predicting affective commitment.

Given past research on the topic of chronological age, subjective age and perceived age the following are proposed.

Hypothesis 1: *Subjective age and perceived relative age have a stronger positive relationship to organizational commitment, work centrality and communication satisfaction than chronological age.*

2.2 Organizational Commitment

As a psychological construct, organizational commitment is the psychological bond that a person has towards an organization and this bond can be observed through the way an employer responds to an individual's evaluation of their work environment (Joo & Shim, 2010). Goal and value congruence, behavioural investments in an organization, and the likelihood of remaining with an organization are factors that are directly related to organizational commitment (Mowday, Steers, & Porter, 1982). Organizational commitment is generally divided into three components: affective commitment, continuance commitment and normative commitment (Meyer & Allen, 1997). Each of the three components of organizational commitment develops independently and has a different effect on work behaviour (Allen & Meyers, 1993). Affective commitment refers to an individual's desire to stay with an organization as demonstrated through their emotional attachment and their identification with that organization (Moideenkutty, Blau, Kumar, & Nalakath, 2001). Affective commitment is expected to develop through experiences, which increases a person's feelings of comfort and challenge within an organization (Allen & Meyer, 1993). Continuance commitment is the need to stay with an organization and is a result of an individual's awareness of the costs of leaving (Moideenkutty et al., 2001). In contrast to affective commitment, continuance commitment is based on the number and magnitude of personal investments employees make in the organization and whether or not they feel they have employment alternatives. Finally, normative commitment is the feeling of obligation to stay with an organization, based on a person's internalization of its

norms and values (Smeenk, Eisinga, Teelken, & Doorewaard, 2006). Allen and Meyer's (1993) research found that normative commitment was linked to early socialization experiences as well as experiences that occur after entry into an organization.

For the purpose of this study, only affective commitment and normative commitment will be examined. Continuance commitment, which is the cost of leaving an organization, is often not considered a real commitment but more of an evaluation of economic exchange relationship (Gonzalez & Guiller, 2008). In contrasts, affective commitment and normative commitment are associated with psychological states of desire and attachment to the organization. As well, both commitment aspects could be used to determine whether or not generational stereotypes are, in fact, true. For instance, affective commitment is the desire to stay with an organization. Baby Boomers who are stereotyped as being loyal to their place of work would be higher on their level of affective commitment, especially in relation to Xers who are seen as disloyal. As well, normative commitment, which is the feeling of obligation to stay with an organization, would be higher for Baby Boomers than their younger counterparts.

Organizational Commitment and Generational Status

Empirical research on organizational commitment has found that a variety of predictors have been linked to organizational commitment, including personal, job and organizational characteristics. Age, a personal characteristic, is positively correlated to aspects of organizational commitment (Wang, Tolson, Chiang, & Huang, 2010). For instance, Morrow and McElroy's (1987) study found that age,

when measured as a continuous variable, explained more of the variation in affective commitment than both organizational or position tenure in a company. As well, they found that younger employees tended to be less affectively committed to an organization than their older counterparts. Similarly, in Allen and Meyer's (1993) study, the researchers found that affective commitment was higher in older employees with longer tenure than their younger less experienced counterparts. More recently, Bérubé (2010) found a significant positive relationship between chronological age and affective commitment. Thus, age can be used as one predictor of affective commitment.

Three different explanations for the correlation between organizational commitment, especially affective organizational commitment, and age are often used. According to Xu and Bassham (2010), the first explanation is known as the *maturity explanation,* which posits that the personal and psychological changes that accompany the aging process predispose people to be more committed to an organization. The second explanation is known as *a better experience.* The rationale underlying the relationship between experience and commitment is that employees who stay with an organization longer tend to accrue more positive experiences than younger employees who have a shorter work history. Finally, the *cohort explanation* states that people from different generations have different values with regards to work. If the cohort explanation is in fact true, this could mean that organizational commitment is related to generational stereotypes and that, older generations are, in fact, more committed to an organization than their younger counterparts. For instance, the idea of the "organization man", an individual who remains loyal with a company, is more firmly

held by older generations that began working during the post war economy (Allen & Meyer, 1993).

Given this, the following is proposed.

Hypothesis 2: *Baby boomers have a higher level of affective organizational commitment in relation to Generation X and Millennials.*

Though many studies have tested affective commitment in relation to organizational constructs, little research has been done on normative commitment, especially in comparison to affective commitment and continuance commitment. However, normative commitment can be a useful tool in determining whether there is any basis to generational differences. As previously mentioned, normative commitment is used to describe the feeling of obligation to stay with an organization (Meyer & Allen, 1997). One common generational stereotype is that Boomers are a very loyal generation, especially in relation to their younger counterparts. However, limited empirical information exists on the topic of normative commitment making it somewhat difficult to develop a testable hypothesis. What is known though, is that age is weakly correlated with normative commitment (based on the scale developed by Meyer and Allen, 1997). As well, Meyers and Allen (1997) found that older employees with longer tenure also tended to have higher levels of normative commitment. Given the available, limited understanding of this relationship, the following is put forth*.*

Hypothesis 3: Older generations (Baby boomers) have higher levels of normative commitment than their younger counterparts (Generation X and Millennials).

2.3 Work Centrality and Work Life Balance

Work centrality is the degree of importance that work plays in the lives of people. This definition is derived from Dubin's (1956) formulation of work as a fundamental life interest (Hirshfeld & Field, 2000). When people position work as a central life value, they are said to have a strong identification with work and believe that their role at work is a key part of their lives (Hirshfeld & Field, 2000). Research has shown that relative to other facets of one's life, such as leisure, religion and community, work is often ranked highly, second only to family (Arvey, Harpaz, & Liao, 2004).

It is a common generational stereotype that younger generations are not work centric but more focused on other aspects of their lives including leisure and family. Though little research has been conducted on this facet of work/life balance in conjunction with generational differences, the research that exists is equivocal. Also, the current finding on the topic of work centrality contradicts popular beliefs on the subject. For example, while a common stereotype is that Millennials work less than their older counterparts, research by the Family and Work Institute (2006), found that in general, people of all generations are working longer hours than in the past. In addition, no difference was found in the number of hours worked by Millennials and Gen Xers at the same age (18-22). Also, Gen Xers worked more hours compared to Boomers at the same age in 1977 (Deal et al., 2010). However, Smola and Sutton (2002) as well as Twenge (2010), found that work centrality has in fact, declined in the younger generations. Younger respondents were less likely to agree with the statement "Work should be one of the most important parts of a

person's life" when compared to participants surveyed in 1974 (Smola & Sutton, 2002).

When the focus is on work/life balance and not work centrality, the Family and Work Institute (2006) also reported differences among the generations on work life balance. They found that Boomers were more work centric than Gen Xers and Millennials and that Xers were more family centric than their older counterparts (2006). Finally, Twenge's 2010 study found that Millennials value leisure time more than Boomers. These include such work elements as desiring more vacation time and jobs that are not characterized as fast paced (Twenge, 2010). These findings also fall in line with current generational stereotypes. As previously mentioned, common generational myths state that Millennials are less work centric than their older counterparts. Based on this the following is put forth.

Hypothesis 4: Generational status is positively related to work centrality and Boomers have higher levels of work centrality than both Xers and Millennials.

One of the outcomes linked to work centrality is organizational commitment. Few studies have looked at this relationship however, those that have, found a positive relationship between these two constructs (Mannheim, Baruch, & Tal, 1997). It has been theorized that only after individuals have identified work as a central part of their life can they then be committed to the organization that they work for (Mannheim et al., 1997). Empirical research has also supported this idea. For Instance, Mannheim, Baruch and Tal (1997), found that work centrality was significantly related to organizational commitment among other outcomes including wage and career planning. Similarly, Hirshfeld and Field (2000) found a significant

relationship between work centrality and affective organizational commitment, though they did not look at the relationships between work centrality and normative and continuance commitment. However more research is needed to validate this theory. Thus, the following is proposed.

Hypothesis 5: A significant positive relationship between work centrality and affective organizational commitment exists.

2.4 Communication Satisfaction

Communication is the process used in which information is transferred from one entity to another (Johlke, Duhan, Howell, & Wilkes, 2000). Communication within an organization consists of a wide variety of activities both formal and informal. Communication is a means by which members of an organization process the information, reduce ambiguity and coordinate their actions (Carriere & Bourque, 2009; Johlke et al., 2000). Research has found that the perceived quality of information communication, whether it was relevant, accurate, reliable, within an organization is related to positive organizational outcomes (Byrne & LeMay, 2006). Similarly, high quality communication has been linked to high job satisfaction, increased work motivation and improved productivity (Byrne & LeMay, 2006). In addition to the quality of communication practices, communication satisfaction has also been researched extensively. Communication satisfaction is the general feelings an employee has towards his/her communication environment and, like job satisfaction, it is a multifaceted construct (Downs & Hazen, 1977). Downs and Hazen have suggested nine constructs, which include, among others, communication climate, organizational integration, coworker communication and organizational perspective (Byrne & LeMay, 2006).

Research has outlined that not all facets are necessary in every environment (Byrne & LeMay, 2006).

In general, a relationship between communication practices and communication satisfaction exists. Research has shown that greater communication efforts and practices have been linked to higher levels of communication satisfaction and this decreases the gap between desired levels of communication and actual levels (Carriere & Bourque, 2009). In addition, a connection between communication satisfaction and organizational outcomes has also been found. For instance, in Varona's (1996) study on communication satisfaction and organizational commitment in three Guatemalan organizations, the researcher found that organizational commitment was moderately correlated with three factors of communication satisfaction: organizational climate, organizational integration and organizational perspective. Thus, the following is proposed.

Hypothesis 6: Communication satisfaction is positively related to affective commitment.

Few studies have looked into the relationship between generational status and age in relation to communication satisfaction. However, as previously mentioned, popular management journals have outlined some of the potential conflicts between generations. If these differences are in fact true, and Millennials need more feedback than other generations, then communication satisfaction will vary as a function of generation. Similarly, although very few studies have researched it, age will also be related to communication environment based on differences in preferences in communication. Therefore, the following is proposed.

Hypothesis 7: Older generations (Baby Boomers) have higher levels of communication satisfaction relative to their younger counterparts (Millennials and Generation X).

In summary, then, here are the major hypotheses that will be tested in this research.

Hypothesis 1: Subjective age and perceived relative age will have a stronger positive relationship to organizational commitment, work centrality and communication satisfaction than chronological age.

Hypothesis 2: Baby boomers have a higher level of affective organizational commitment in relation to Generation X and Millennials.

Hypothesis 3: Older generations (Baby Boomers) have higher levels of normative commitment than their younger counterparts (Generation X and Millennials)

Hypothesis 4: Generational status is positively related to work centrality and Boomers will have higher levels work centrality than both Xers and Millennials.

Hypothesis 5: A significant positive relationship between work centrality and affective organizational commitment exists.

Hypothesis 6: Communication satisfaction is positively related to affective commitment.

Hypothesis 7: Older generations (Baby Boomers) have higher levels of communication satisfaction relative to their younger counterparts (Millennials and Generation X).

Chapter 3: Methods

Description of Participants

      The demographics of the respondents can be found below. A sample of 138

people recruited from three different fields, marketing and media, education and

banking, completed the survey. Thirty-three percent of the sample was male

whereas the rest (67%) consisted of female participants. The average age of the

participants was 34.52 years with the youngest participant being 21 years old and

the oldest being 62 years old. With regards to their generational status, most

participants were Millennials (52.6%) followed by Generation X (30.1%) and Baby

Boomers (17.3%). On average, the participants had a bachelor degree and had been

working for almost 10 years at their given enterprises. Finally, most of the

participants (66%) worked in entry level/non managerial positions in their

respective companies.

Procedure

      The researcher recruited people working in three different fields to make up

the research sample: marketing and media, education and banking.

Response Rate of Three Subsamples

	Number of Participants	Paper & Pencil Version	Online Version	Response rate
Marketing/ Communication	49	27	22	53%
Education	41	0	41	60%
Banking	48	11	37	74%

Note: Response rate was derived by calculating the number of completed submitted surveys by the number of surveys (both complete and incomplete).

Marketing and Communication

The advertising and communication world is high pace environment with lots of stress due to the constant and continuous deadlines. Entry into the industry is also very difficult given the high competition for entry-level positions and often, entry level salaries are very low. Given that this industry is not regulated by any government agency or third party organization, benefits vary depending on the agency ("Advertising and Public Relations Career, Jobs and Training Information," 2012).

The recruitment process for marketing and communication professionals was two fold. Firstly, the researcher used her contacts in multiple advertising and marketing firms to recruit and inform a base of people working in the Greater Montreal Area (GMA). The initial contacts were made with managing directors, supervisors and owners of the various firms. Both hard copies and online versions of the survey were made available to participants and participating companies. Since the research was done in the GMA, a French version of the questionnaire was also made available. One participating firm chose to solely use hard copies of the survey and these were made available to its staff members. Out of the 49 completed surveys by marketing and media professionals, 27 were hard copies versus 22 online versions. Technical problems also arose with the online version of the survey, in that the limesurvey server, which was hosting the questionnaire, was often down. This could be a potential cause for a lot of the incomplete surveys, which had to be eliminated from the sample pool. For this industry, the response rate was 53%, with half the surveys being completed online.

To further develop the sample, the researcher used social media tools, especially Twitter, a social networking and microblogging website, to recruit more participants. Through Twitter, the researcher was able to send a message (Tweet) to her followers and have friends re-post (re-tweet) the message. This short message encouraged people working in marketing to go to the survey website and complete the survey. Due to the nature of Facebook and Twitter, response rate could not be determined. Filter questions were placed in the questionnaire to determine where participants lived/worked and the position that they held at the company.

Education

The education sector in Canada is developed and controlled by the different provinces and territories, each making decisions regarding schools, teachers and curriculum, based on provincial needs. The education subsample was made up of teachers, administrators and non-teaching professionals (e.g., school psychologists). Teachers, the bulk of the subsample, working in the English sector of Quebec, are represented by the Quebec Provincial Association of Teachers (QPAT) whose goal is to improve teachers' working conditions. The QPAT represents approximately 8,000 teachers working in the Quebec's English schoolboards and outlines what teachers can expect with regards to benefits and work life. Non-teaching professionals and administrators are represented by similar professional associations that ensure favorable working conditions. For educators in Quebec, some of the various benefits include summer months off, long term illness coverage and special leaves for events such as a death in the family or marriage (Quebec Provincial Association of Teachers, 2011).

Like marketing and media professionals, the recruitment process involved different recruitment techniques. For this subsample, the researcher contacted principals and administrators who worked in different schools and schoolboards, secured permission and distributed the survey electronically. Potential candidates were also contacted through social media tools including Twitter and Facebook. Twitter allowed the researcher to send a Tweet to her followers and have friends re-post (re-tweet) the message. This short message encouraged teachers to go to the survey website and complete the survey. Again, due to the nature of the social media tools, we were unable to track the number of respondents that came to fill out the survey using Twitter or Facebook. Filter questions were placed in the questionnaire to determine where they lived/worked and their role within the school/schoolboard. In addition to these two techniques, the researcher also created a brochure of her study, which was distributed to teachers and administrators participating in a golf tournament in the GMA. The brochure outlined the benefits of participating in this study, outlined information about the researcher and provided a hyperlink to the online version of the survey. All of the 41 completed surveys were done online. Similar to the marketing and communication sample, technical difficulties with limesurvey caused some incomplete surveys, even though the response rate was much higher with this subsample seeing as of the surveys started, 60% were completed and submitted.

Banking Industry

Canada's banking industry plays an important role in the Canadian economy, employing over 200,200 people across the country. Canada's "Big Five" banks,

which include the Royal Bank of Canada, Toronto-Dominion Bank, Bank of Nova

Scotia, Canadian Imperial Bank of Commerce and Bank of Montreal, as well as the

Bank of Canada, account for over 90% of the assets in the Canadian banking

business. Since 1986, due to the development of the federal Employment Equity Act,

Canada's main banks adopted various initiatives to ensure fairness in the workplace

that was becoming more and more diverse. These initiatives included work/life

balance initiatives such as alternate work schedules, flexible leave arrangements

and flexible benefits. Examples of these benefits include, job sharing for personnel,

short-term leave situations due to family illness, medical appointments or religious

holidays and long-term education leaves (Canadabanks.net, 2011).

Recruitment for participants in the banking industry was approached

differently than the other two subsamples. The researcher contacted a vice

president at one of Canada's chartered banks and presented the research project to

him. Upon seeing the benefits of the research, he and one of his colleagues, a vice

president leading a different team, agreed to participate in this study. Both vice

presidents sent out the hyperlink via email to their respective teams with a cover

letter, outlining the anonymity and importance of participating in this study. Both

teams were located in the GMA and thus a French version of the survey was also

made available. In addition to the online version of the survey, a hard copy of the

survey was also used to reach staff members who are rarely in their offices. The

survey was distributed by a human resource member of the bank and collected in

sealed envelopes. Forty-eight completed surveys were submitted of the 65

distributed in person or started online (response rate of 74%).

To assure confidentiality, participants who chose to use hard copies of the survey were asked to fill out the questionnaire anonymously, seal it in an envelope provided, and return it to the researcher or the researcher's company representative. If the participants were unable to fill out the questionnaire on site, the questionnaire was returned by mail or the questionnaire was left at their sites where a pickup to collect the questionnaires a week later occurred.

Measures

The primary measures used in this research are work centrality, communication satisfaction, frequency of communication, organizational commitment and generational status.

Work Centrality

Work centrality is a person's belief regarding the importance of work to life (Hirshfeld & Field, 2000). In order to gauge it, both Paullay, Alliger, George and Stone-Romero's (1994) measure of work centrality as well as The Meaning of Working (MOW) international research team's (1987) work centrality measure were used. Paullay et al.'s (1994) 12 item measure assesses a person's identification with their work role. This measure incorporates five items from Kanungo's (1982) work involvement questionnaire. All items use a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). These items gauge the extent to which individuals believe that work is or should be a central part of life (Hirshfeld & Field, 2000). Examples of items include "Overall, I consider work to be very central to my existence" and "Life is worth living only when people get absorbed in work". The Work Centrality Index is derived by finding the mean score of the 12 items used to

determine how central work is (alpha = .76). The MOW measure, on the other hand, allows researchers to compare directly the importance of work with other facets of one's life. This measure asks individuals to allot 100 points towards 5 different areas of life (leisure, community, work, religion and family), which are thought to reflect the definition of work centrality.

Communication Satisfaction

Communication Satisfaction, which is how content a person is with their communication environment, was measured using Downs and Hazen's (1977) Communication Satisfaction Questionnaire (CSQ). The CSQ evaluates eight dimensions of communication and is regarded as one of the most comprehensive instruments in assessing the direction of information flow, the formal and informal channels of communication flow, forms of communication, and the relationships with organizational members. It essentially evaluates the communication within an interpersonal, group and organizational context. Given the wide use of the scale, reliability and validity are well established for this tool (alpha = .94). Thirty-two of the 40 items were included, since items that applied to management only were eliminated. Respondents are asked to rate organizational communication on a 7-point Likert scale ranging from 1 (very dissatisfied) to 7 (very satisfied). Exemplar items include, "Extent to which I receive in time the information needed to do my job" and "Information about benefits and pay".

Communication Frequency

In order to measure communication frequency, a tailor-made measure was created. The participants were asked to indicate how often they communicate with

their managers using these choices: everyday, 3-4 times a week, 1-2 times a week, a few times a month and less frequently than a few times a month. The measure asked them to rate their communication for these items: "I communicate with my managers"; "I communicate with my managers in-person"; "I communicate with my managers via electronic resources (email, messenger)"; "I communicate with my managers by phone". The communication frequency score was calculated by deriving the mean from the four answers. Reliability, using the Cronbach's alpha, was .853.

Organizational Commitment

Organizational commitment, which is the level of commitment a person has towards their organization, was measured using Meyer and Allen's (1997) Organizational Commitment Questionnaire. The 18 item self-evaluative scale was used to determine an individual's commitment to an organization. The measure evaluates organizational commitment based on three components: normative, affective and continuance. The instrument assesses the 18 items on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree) with 4 items being scored in reverse order. This scale has been widely used and has a reliability of .85 for affective commitment, .79 for continuance and .73 for normative (Meyer & Allen, 1997). Examples of the items include "I consider my job rather unpleasant" and "I think I would be guilty if I left my current organization now".

Generational Status and Age

In addition to chronological age, subjective age was measured to better identify generational status. To evaluate how old a person views himself or herself,

perceived and subjective age were measured (Cleveland, Shore, & Murphy, 1997).

Though chronological age allows for the researcher to know a subject's actual age,

subjective ages allows the researcher to better understand how old a participant

perceives himself or herself. This reflects the age group with which an individual

associates with either directly or indirectly. In order to evaluate subjective age,

participants are asked which age group they identified with (16-25 years, 26-35

years, 36-45 years, 46-55 years and 56-75 years). Similarly, perceived age was

measured by asking participants to describe how they feel, act and look –younger,

middle-aged or older -- in relation to their chronological age (Cleveland, Shore, &

Murphy, 1997). Reliability coefficient for subjective age is .88 and .73 for perceived

relative age.

Chapter 4: Results

In order to determine whether or not differences existed between the three generations in relation to the various work constructs, a one-way Analysis of Variance was performed.

One-Way Analysis of Variance for Dependent Variable

Dependent Variable		M	SD	F	Sig.
Work Centrality	Baby Boomers	3.36	.95	4.56	.01
	Generation X	3.43	.62		
	Millennials	3.04	.64		
Normative Commitment	Baby Boomers	3.51	1.08	1.57	.21
	Generation X	3.89	1.36		
	Millennials	3.45	1.34		
Affective Commitment	Baby Boomers	4.64	1.15	2.68	.07
	Generation X	4.57	1.42		
	Millennials	4.08	1.26		
Communication Satisfaction	Baby Boomers	4.77	1.21	1.68	.19
	Generation X	5.04	.95		
	Millennials	4.68	.95		
Communication Frequency	Baby Boomers	2.65	1.17	1.06	.35
	Generation X	2.22	1.23		
	Millennials	2.31	1.13		

Generational Status and Organizational Commitment

In order to test the hypothesis that the three generations have different levels of organizational commitment, a one-way Analysis of Variance (ANOVA) was performed. The ANOVA was used to test differences among the three generations in terms of their desire to remain with their place of employment and their loyalty to their employer. The results revealed that affective commitment was positive significance at p < .1 level ($F(2, 130) = 2.68$, $p < .07$) with Baby Boomers being the most committed ($M = 4.64$, $SD = 1.15$) followed by Xers ($M = 4.57$, $SD = 1.42$) and

finally Millennials (M = 4.08, SD = 1.26). However, after conducting a post hoc

Scheffe test at a 95% confidence interval, there were no significant differences

between the means of the three different generations in affective commitment. This

means that Baby Boomers, Xers and Millennials have similar levels of desire to stay

with an organization. As well, in order to control for tenure and minimize the

"reality shock" subjects who had worked less than one year were eliminated from

the sample. Again, no significant differences were found, $F(2, 116)$ = 1.44, p = .24.

Similarly, normative commitment was not significantly different ($F(2, 130)$ = 1.57, p

= .21)among Baby Boomers (M = 3.51, SD = 1.08), Xers (M = 3.89, SD = 1.36) and

Millennials (M = 3.45, SD = 1.34). Thus, hypothesis 2 and 3 were not supported and

level of loyalty to an organization is independent of generational membership.

Generational Status and Work Centrality

In order to answer the question of whether members of different generations

have different views on how central a role work plays in their lives, a one-way

ANOVA was conducted. Results revealed significant differences among the three

($F(2, 128)$ = 4.56, $p < .01$). Since the overall F test was statistically significant, a post

hoc test was conducted to determine where the significant differences lay for the

three different generations. The Scheffe post hoc test found that the average score

for Millennials (M = 3.04, SD = .64) was significantly different from those of

Generation X (M = 3.43, SD = .62). However, no differences were found between

Millennials and Baby Boomers (M = 3.36, SD = .95) or between Generation X and

Baby Boomers (see Tables 2). This means that though Millennials do not think work

is as important in their lives relative to Xers, they share similar levels of work centrality in relation to Boomers, thus partially supporting hypothesis 4.

In addition to the work centrality measure, the Meaning of Work instrument was used in order to better understand the importance of work in the lives of the three present generations. On average, the family category had the highest number of points allotted to it, followed by the work category and leisure, making family the most important aspect of a person's life for this sample. In order to determine whether differences in priorities existed between generations, a one way ANOVA was performed. Results showed no differences between the different generations and their priorities towards work, leisure and family.

Generational Status and Communication Satisfaction

To determine the level of difference in the level of communication satisfaction, a one-way ANOVA was performed. Results showed that there were no significant differences among the generations [$F(2,130) = 1.68$, $p = ns$], with Baby Boomers ($M = 4.77$, $SD = 1.21$), Generation X ($M = 5.04$, $SD = .95$) and Millennials ($M = 4.68$, $SD = .95$) having similar means. Thus level of satisfaction with a person's communication environment was the same across generations. Similarly, no differences were found between with Baby Boomers ($M = 2.65$, $SD = 1.17$), Generation X ($M = 2.22$, $SD = 1.23$) and Millennials ($M = 2.31$, $SD = 1.13$) relative to how frequently they communicate with their supervisors ($F(2,131) = 1.06$, $p = ns$). Therefore, hypothesis 8 was not supported.

Communication Satisfaction, Work Centrality and Organizational Commitment

In order to determine the degree of variation in affective organizational commitment in terms of its association with both communication satisfaction and work centrality, a linear regression was performed. The regression revealed that 28.7% of the variation in affective commitment was associated with work centrality and communication satisfaction (R^2 = .29, $F(2, 133)$ = 26.785, p < .001). As well, the regression revealed that both communication satisfaction (β = .39, p < .001) and work centrality (β= .25, p = .002) were related to affective commitment. This means that higher levels of communication satisfaction have an effect on a person's desire to stay with an organization. Similarly, work centrality also affects affective organizational commitment - the more central work is in a person's life, the higher the desire to stay with the company. Thus hypotheses 6 and 7 were supported.

Regression Analysis for the main effects of Communication Satisfaction and Work Centrality on the outcome Affective Commitment

Outcome Variable		B	SE B	β
Affective Commitment	Communication Satisfaction	.51	.10	.39
	Work Centrality	.46	.14	.25

Notes: R^2 = .29 (p < .001)

Age, Subjective Age and Perceived Age

In order to assess the relationship between the various measures of age, work centrality, affective commitment and communication satisfaction, a Pearson's correlation was computed. This allowed the researcher to determine how strongly related the different age measures are in relation to the different work value constructs. Both subjective age and perceived age were significantly related to

affective commitment and communication satisfaction. For one, there was a positive

relationship between subjective age and affective commitment ($r = .17$, $p < .05$),

communication satisfaction ($r = .32$, $p < .001$) and significant negative relationship

with communication frequency ($r = -.23$, $p < .01$). This means that the age a person

feels is related to their desire to stay with a company. The older they feel, the more

affectively committed they are to their organization. Similarly, the older a person

feels, the more pleased a person is with their communication environment and the

less they communicate with their supervisors. Similar results were found between

chronological age and affective commitment ($r = .15$, $p < .05$) and communication

satisfaction ($r = .27$, $p < .001$) and communication frequency ($r = -.29$, $p < .001$).

Perceived age was not as highly correlated as the other two measured of age,

however it was significantly correlated with communication satisfaction ($r = .150$, p

$< .05$) and affective commitment ($r = .15$, $p < .05$). This suggests that the older a

person feels, especially in relation to other members of their work group, the more

committed they are to their organization and the more content they are with their

communication. Though affective commitment and communication satisfaction

were correlated to the different measures of age, there were no significant

correlations between work centrality and chronological age ($r = -.03$, ns), subjective

age ($r = .05$, ns) or perceived relative age ($r = .05$, ns). Thus, the importance of work

in a person's life is not affected by age. Interestingly enough, normative

commitment, which is the feeling of obligation to a company, was not related

chronological age ($r = .001$, ns), subjective age ($r = .05$, ns) or perceived relative age

($r = .09$, ns). Therefore, regardless of a person's chronological or subjective age, all

members of the workplace had similar levels of loyalty towards their organization.

Also interesting, the means for normative commitment were significantly lower

compared to the means of affective commitment, the desire to remain with an

organization. Therefore, hypothesis 1 was partially supported.

Means, Standard Deviation and Correlations for All Industries

	Mean	SD	1	2	3	4	5	6	7	8
Chronological Age	34.52	10.80								
Perceived Relative Age	1.87	.48	.40**	(.67)						
Subjective Age	2.14	.73	.85**	.38**	(.90)					
Work Centrality	3.21	.71	-.03	.05	.05	(.78)				
Communication Satisfaction	4.80	.99	.27**	.15*	.32**	.35**	(.97)			
Affective Commitment	4.33	1.28	.15*	.15*	.17*	.39**	.49**	(.81)		
Normative Commitment	3.60	1.34	.001	.09	.05	.24**	.66**	.66**	(.82)	
Communication Frequency	3.66	1.17	-.29**	.01	-.23**	.12	.22**	.21**	.20*	(.85)

Notes:

For *subjective age, perceived relative age and communication frequency*, N = 137, for *work centrality,* N = 136 , *chronological age*, N = 134. For all other measures, N = 138.

For items measures with scales, Cronbach's alpha reliabilities are on the diagonal in parentheses.

*p < .05 (1-tailed)

Supplemental Analysis

Gender Differences, Age differences and Generational differences

In order to determine whether differences existed between males and

females in this study, an independent t test was conducted. Results show that no

gender differences emerged with regards to communication satisfaction $t(132) =$

.82, affective commitment $t(132) = -.89$, , normative commitment $t(132) = -.61$, and work centrality $t(131) = .94$. Thus no further tests regarding gender differences were conducted.

Tests were also conducted in order to determine whether there were age differences with regard to gender. An independent t test was conducted and results showed that age was not related to gender $t(129) = .06$. This means that in this sample, male and female participants were approximately the same age.

Finally, in order to determine whether generational status was related to gender, a Chi square test was performed. Results revealed no relationship between generational status and age, $\chi^2 (2, N = 129)= .173$. Therefore, the percentage of participants that were in any of the three generational categories did not differ by gender status.

Industry Analysis

To determine whether differences existed among the three different industries with regards to work centrality, organizational commitment and communication satisfaction, a one-way ANOVA was performed to compare the three industries.

One-Way Analysis of Variance for Dependent Variables (Industry Specific)

Industry Differences: Work Centrality	Marketing /Media	2.99	.68	3.75	.03
	Education	3.31	.80		
	Banking	3.35	.60		
Industry Differences: Affective Commitment	Marketing /Media	3.86	1.28	6.20	.003
	Education	4.43	1.38		
	Banking	4.73	1.05		
Industry Differences: Normative Commitment	Marketing /Media	3.46	1.36	.59	.56
	Education	3.58	1.43		
	Banking	3.75	1.24		
Industry Differences: Communication satisfaction	Marketing /Media	4.44	.86	9.14	.00
	Education	4.72	1.15		
	Banking	5.24	.79		

With regards to work centrality, a significant difference was found between the means scores of media/marketing, education and banking ($F(2, 133) = 3.75$, $p <$ .05). Subsequently, a Scheffe post hoc test found that the mean score for the Media/Marketing industry ($M = 2.99$, $SD = .68$) was significantly different from the banking industry ($M = 3.35$, $SD = .60$), however no other differences were found for work centrality. People working in banking find work to be a bigger part of their lives compared to people working in marketing/media. Significant difference were also found with regards to affective commitment ($F(2,135) = 6.20$, $p < .01$). A Scheffe test revealed differences once again between media/marketing industry ($M = 3.86$, $SD = 1.28$) and the banking industry ($M = 4.73$, $SD = 1.05$). Thus, people working in marketing are less committed to their organization than people working in banking. No other differences emerged. In contrast, a one-way ANOVA revealed that no differences emerged between industries in relation to normative commitment ($F(2, 135) = .59$, $p = .56$). Finally differences in communication satisfaction also emerged

between the three different industries ($F_{(2,135)} = 9.14$, $p < .001$). A Scheffe post hoc test revealed significant differences between both media/marketing ($M = 4.44$, $SD = .86$) and banking ($M = 5.24$, $SD = .79$) as well as education ($M = 4.72$, $SD = 1.15$) and banking ($M = 5.24$, $SD = .79$). The sample of people working in banking was therefore more content with various aspects of communication than people working in marketing or education.

Further, a Pearson's r correlation was used to evaluate the within-industry relationships among different measures of age and the dependent variables (affective commitment, normative commitment, communication satisfaction and work centrality).

The media/marketing industry only had one significant correlation with regards to the different age constructs; perceived relative age and affective

Means, Standard Deviations and Correlations for Marketing/Media

	Mean	SD	1	2	3	4	5	6	7	8
Chronological Age	31.14	8.83								
Perceived Relative Age	1.90	.41	.24*	(.47)						
Subjective Age	1.89	.59	.81**	.15	(.85)					
Work Centrality	3.00	.68	-.12	.13	.08	(.76)				
Communication Satisfaction	4.44	.86	.04	-.03	.18	.32*	(.95)			
Affective Commitment	3.86	1.28	.20	.30*	.18	.44**	.31*	(.82)		
Normative Commitment	3.46	1.36	.01	.19	.01	.35**	.16	.64**	(.83)	
Communication Frequency	3.76	1.20	-.19	.03	-.22	.12	.15	.11	.03	(.83)

Notes:

N = 49

For items measures with scales, Cronbach's alpha reliabilities are on the diagonal in parentheses.

*p < .05 (1-tailed)

**p < .01 (1-tailed)

commitment had a Pearson's $r = .30$, $p = .02$. No other significant relationships emerged.

With regards to the banking sector, the Pearson's r correlation revealed several significant relationships. For one, subjective age was negatively correlated to work centrality ($r = -.26$, $p = .04$) as was chronological age ($r = -.37$, $p = .007$). Thus, people who feel younger are more work centric than people who feel older. Perceived age was positively related to both affective commitment ($r = .26$, $p = .04$) and communication satisfaction $r = .32$, $p = .014$. This means that the older you feel in relation to others, the more satisfied you are with your communication environment and the more committed you will be to your work. As well, communication satisfaction was positively related to chronological age $r = .26$, $p = .042$.

Means, Standard Deviations and Correlations for Banking

	Mean	SD	1	2	3	4	5	6	7	8
Chronological Age	34.61	10.42								
Perceived Relative Age	1.82	.46	.36**	(.73)						
Subjective Age	2.24	.76	.88**	.37**	(.94)					
Work Centrality	3.35	.60	-.37**	.17	-.26*	(.70)				
Communication Satisfaction	5.24	.79	.26*	.32*	.20	.10	(.96)			
Affective Commitment	4.73	1.05	.11	.26*	.11	.09	.61**	(.76)		
Normative Commitment	3.75	1.24	-.15	.13	-.10	.07	.57**	.51**	(.80)	
Communication Frequency	4.22	.88	-.47**	.13	-.44**	.31**	.07	.14	.17	(.77)

Notes:

N = 48

For items measures with scales, Cronbach's alpha reliabilities are on the diagonal in parentheses.

*p < .05 (1-tailed)

**p < .01 (1-tailed)

With regards to the education sector, only communication satisfaction was significantly and positively related to subjective age $r = .44$, $p = .002$ and chronological age $r = .40$, $p = .005$. Normative commitment was not correlated with any measures of age in any of the industries.

Means, Standard Deviation and Correlations for Education

	Mean	SD	1	2	3	4	5	6	7	8
Chronological Age	38.67	12.11								
Perceived Relative Age	1.90	.58	.58**	(.74)						
Subjective Age	2.33	.79	.83**	.60**	(.86)					
Work Centrality	3.31	.80	.15	-.04	.12	(.82)				
Communication Satisfaction	4.72	1.15	.40**	.23	.44**	.44**	(.98)			
Affective Commitment	4.43	1.40	.05	.03	.07	.44**	.44**	(.98)		
Normative Commitment	3.58	1.40	.11	-.01	.19	.23	.41**	.80**	(.79)	
Communication Frequency	2.88	1.01	-.141	-.03	-.06	.06	.28*	.44**	.48**	(.84)

N = 41

For items measures with scales, cronbach's alpha reliabilities are on the diagonal in parentheses

*p < .05 (1-tailed)

**p < .01 (1-tailed)

Chapter 5: Discussion

The current study aimed to investigate the potential differences among generations in relation to work centrality, organizational commitment and communication satisfaction.

Work Centrality

One of the objectives of the current study was to determine whether differences in work centrality exist among the current working generations. As previously mentioned, popular management literature often highlights that younger working generations are in fact, less work centric than their older counterparts (Deal et al., 2010). For instance, according to widespread generational stereotypes, Xers and Millennials are said to "work to live" whereas their Boomer counterparts are said to "live to work" (Twenge et al., 2010). This implies that work plays an important role in the lives of Baby Boomers while both Generation X and Millennials are more focused on other aspects of their lives. Thus, the present study first examined whether significant differences in work centrality did in fact emerge. The findings revealed that work centrality was, as predicted, significantly different among Baby Boomers, Generation X and Millennials.

When looking more closely at the present study, the differences between work centrality were found between Millennials who had a lower average work centrality score than their Xer counterparts. This falls somewhat in line with previous research on work centrality, which found that younger generations were less likely to find work as a central part of their lives. Interestingly enough, no significant differences were found between Baby Boomers and Millennials or

between Generation X and Baby Boomers. Though not statistically significant, Baby

Boomers were also found to have a slightly lower average work centrality compared

to Generation X. This is somewhat contradictory to past studies that found higher

levels of work centrality in Baby Boomers compared to younger generations

(Families and Work Institute, 2006; Twenge, 2010). This may be due to several

reasons. For one, in this research, Baby Boomers only represent 18% of the total

sample. This small sample of Baby Boomers may not have been enough to reveal

important differences. Thus, a larger sample of Baby Boomers may have yielded

different results. Secondly, as Baby Boomers get older and start reaching retirement

age, work may no longer take precedence over other aspect of their lives. This may,

in turn, affect how important work plays in their lives. Thus, many factors may be

contributing to a lower level of work centrality in Baby Boomers.

Generational Status and Organizational Commitment

Generational Status and its correlation to two facets of organizational

commitment (affective commitment and normative commitment) was also an

important aspect of this study. Past studies have found a link between age and

affective commitment. Thus, this study examined whether generational status had

similar effects on these variables. Contrary to stipulated hypotheses, none of the

aspects of organizational commitment (affective commitment or normative

commitment), proved to be different in the three generational categories. Only

affective commitment was moving towards significance at the .05 level where Baby

Boomers had a higher level of affective commitment followed by Xers and finally

Millennials, but these differences in level of affective commitment are small.

Given previous research on the topic of organizational behaviour, age and generation, the results of this study are somewhat unexpected. For one, previous research has used the cohort explanation, i.e. people of different generations have different work values, to rationalize the correlation between organizational commitment and age (Xu & Bassham, 2010). The cohort explanation would also imply that older workers would have higher normative commitment, since people who start working during a post-war economy are more loyal to their employers than younger generations (Allen & Meyer, 1993). Consequently, work culture and the organizational environment may play a part in a worker's level of commitment and may exert a greater influence than individual differences such as generational status. Thus, the current results call into question the relevance of the cohort explanation to our understanding of the value that work plays in people's lives.

Previous research has also suggested that affective commitment declines after the first year of employment (Xu & Bassham, 2010). With this in mind, we eliminated any subject who had been working less than a year at their current enterprise to try and minimize the "reality shock" resulting in a change in their level of affective commitment (Xu & Bassham, 2010). Results showed that no significant differences existed between the generations in regards to affective commitment. Thus, perhaps the reality shock effect, as described by many researchers, may not play as crucial of a role in the level of affective commitment as previously expected.

Generational Status and Communication Satisfaction

Generational status and communication satisfaction is a relationship that has not yet been studied, to the knowledge of the researcher. However, given that most

communication is being given from upper echelon employees and managers to younger employees with less tenure, it was predicted that older generations would be more content with their communication environment because of their level of experience. Contrary to expectations, communication satisfaction was not significantly related to generational status in the present study. While these findings found no correlation between these variables, the lack of substantial studies on this topic indicates that much more research is needed before we can determine what these relationships really are.

Communication Satisfaction, Work Centrality and Affective Commitment

As previous research has shown, there is a significant link between communication satisfaction and organizational commitment as well as work centrality and organizational commitment. For starters and as predicted, high levels of communication satisfaction were linked to high levels of affective commitment. This suggests that the more satisfied individuals are with their communication environment, the higher the desire to remain with a company. Though few studies have analyzed these interrelationships, these results are supported by the existing literature.

Similarly, a relationship was found between work centrality and affective organizational commitment. This implies that as work becomes more important in one's life, the desire to remain with a company increases. These results support past studies that found a significant relationships between work centrality and affective organizational commitment. This may be explained by the fact that as a person identifies work as a central part of their life, they begin to commit to a company or

organization (Mannheim, Baruch & Tal, 1997). With regards to this study, the findings point to the fundamental importance of communication and communication practices as essential vehicles in improving workplace climates and increasing levels of worker satisfaction. The potential benefits of this are more robust levels of work centrality and commitment to the organization.

Chronological Age, Subjective Age and Perceived Relative Age

As hypothesized, subjective age, perceived age and chronological age were all related to affective commitment, though subjective age was slightly better correlated than the other two constructs of age. This suggests that the age a person feels is related to their desire to stay with an organization. This is consistent with past research that found a significant link between affective organizational commitment and age. The fact that all aspects of age, especially subjective age, are related to affective commitment may be explained by the maturity explanation, where aging tends to make people more committed to an organization (Xu & Bassham, 2010). In this case, people who feel older may, in fact, have a higher desire to stay with an organization and vice versa for people who feel younger. These findings also fall in line with Bérubé 's (2010) results where affective commitment was related to subjective age and chronological age. Thus, subjective age has a stronger relationship with affective commitment, relative to the other constructs of age.

Communication satisfaction was also significantly related to subjective age, perceived relative age and chronological age. Similar to the correlation with affective commitment, subjective age had a stronger correlation with

communication satisfaction than the other two measures of age. Thus, the older a person feels, the more satisfied they are with the communication environment in which they work in. One potential explanation for these results may be tenure. For one, the frequency and quality of information may not necessarily be important for older workers who have tenure and thus need less supervision and guidance while working. Similarly, older employees have a higher likelihood of being in management positions and are the ones responsible for the communication environment in the workplace and, as such, would be happier with their communication environment.

Finally, no correlations were found between work centrality and any of the facets of age. While it seems reasonable to expect that the older an individual is the more work centric he/she is, this relationship may not be linear. For example, Misumi and Yamori (1991) found that as employees start to reach retirement age, they start to disengage from their work and consequently, work centrality declines. This suggests that the relationship between work centrality and age may actually be curvilinear. Hence, the relationship between these two variables may be influences by other factors.

These findings underscore that the various age constructs, chronological age, subjective age and perceived relative age, are predictors of various work outcomes including affective organizational commitment and communication satisfaction and may help managers in their efforts to improve their work environments.

Age and Generational Status

When comparing results between generations and comparing them to those found for age, one cannot dismiss the fact that the results were somewhat contradictory. Where relationships were found between age and communication satisfaction and affective organizational commitment, none were found between these same constructs and generational status. This may be due to the nature of the generation variable. By categorizing participants into their respective generational categories, we lose some of the sensitivity of the variable. Cuspers, people born at the cusp of the generation, may share traits and workplace preferences with members of adjacent generations. Thus, generational differences may not emerge.

Industry Differences

Analyses for the different industries also produced interesting results. Firstly, people working in banking were significantly more work centric than participants working in marketing/media. Similarly, people working in the banking sector scored higher in their level of affective committed in relation to people working in marketing and media sector. This means that people working in banking have a higher desire to stay with their organization. Finally, people working in banking were more satisfied with their communication environment, compared to both people working in education and in marketing/media.

These differences may be attributed to the unique characteristics in work life and benefits among the industries. People working in banking have many advantages relative to their work life including the possibility of work flexibility programs and options to further their education. These benefits may increase a

person's desire to stay with an organization. The education sector has different benefits but these are often not directly related to their day-to-day work, which is not flexible. For example, educators need to be present at their work site and working remotely is not usually possible. In contrast, people working in marketing/media are often working in very stressful situations, with very little compensation and few benefits. Advertising and communication agencies are often referred to as sweatshops where employees put in very long hours and are constantly connected to their work through their smartphones and emails (Nicholson, 2006; Warren, 2005). This disparity in extrinsic benefits may be the reason for the difference in work centrality between the generations. Given these findings, managers and administrators in marketing and education may need to evaluate their current compensation and benefit plan and alter it in order to elevate their staff's commitment to the organization and to decrease levels of turnover and burnout.

Limitations

Though this research has tried to address important aspects of generational status and work values, some limitations are inherent in this study.   For one, this research had a small sample of workers representing Baby Boomers and the three generations present were not evenly distributed. Baby Boomers only represented a small portion (18%) of the sample and thus, there may have been insufficient power given the number of participants. The lack of support for some of the hypotheses may not necessarily be due to lack of differences between generations but due to the sample distribution.

Another potential limitation of this study was the lack of control for cultural/racial diversity. The cultural or ethnic identity of participants was not assessed and thus could not be controlled in the data analysis. Given that Montreal is an ethnically diverse and culturally varied milieu, it is possible that the ethnic/cultural mix of the sample may have had an impact on participant assessment of the important variables under study. Different cultural group endorse different values and these would be reflected in their view of work. For example, individualistic cultures may be less work centric than collectivist cultural groups, since they give priority to their own interests and not to those of the organization. Thus, future research should take these cultural differences into consideration, especially as they apply to organizational outcomes such as work centrality, communication satisfaction and organizational commitment.

Generational studies, in general, are also plagued by problems differentiating between age and generational status, as well as tenure and generational status. This study was no different. Due to the nature of this study, information on each of these generations was gathered at a particular moment in time, a research design which some see as not being able to distinguish between age and career stages (Twenge, 2010). Tenure plays a big factor in organizational research. However, in general, it is also very difficult to differentiate between tenure and generational status. Also, by nature of their age, most Baby Boomers will have a longer tenure at an organization and within an industry, especially relative to Millennials. Therefore, tenure may play a strong role in various work outcomes including organizational commitment and communication satisfaction.

Another potential limitation of this study is based on the still developing Millennial cohort. As previously mentioned, generational personalities and values are formed through historical events that shape that generations views on various aspects of life, including work (Strauss & Howe, 2000). As well, it should be noted that the youngest of the Millennials have yet to reach adolescence and thus not working. Therefore their views and generational attributes have not yet been fully formed. The recent economic uncertainty and a growing rate of unemployment in North America is bound to impact Millennials' views of the workplace. This may also mean that the generational stereotypes initially attributed to this cohort may change.

Implications for Future Research

The current study adds to the limited research on the topic of generational differences in the workplace. In this study, generational cohorts presently working were assessed on their level of commitment to the organization, how central work is in their lives and how content they were with their level of communication. These results provide a base for future studies.

For one, a qualitative study on the topic may be of interest to future researchers. Through a qualitative study, more descriptive information on work life aspects can be obtained, helping to better investigate the differences in generations with regards to work life balance. This may help researchers better understand the complexities of work centrality. Similarly, future research may focus on members of the Millennial cohort when they enter the workplace. As mentioned, this generation is still in the process of developing their generational and occupational identity and

thus, the results of this study, may in fact be different once all members of the generation have entered the workforce. As well, future research may want to look at the effects of cuspers, people born at the cusp of a generation, in relation to generational differences in the workplace (Johnson & Lopes, 2008). This may mean that though, categorically, they fit into one generation, they may actually share more characteristics and traits with another generational cohort. This may play a role in how they experience work and aspects related to work, which may shed some additional light on generational effects.

Finally, the current research develops upon age measures used in research. In general, researchers measure age chronologically and not through other age measures such as subjective age. However, Cleveland and her colleagues (1997) as well as Bérubé (2010) have shown that using a multi-item subjective age scale can be a useful tool in understanding various work outcomes. Thus future researchers should use subjective age scales in order to better evaluate various organizational outcomes.

Implications for Managers

The findings of this research reveal that with the exception of work centrality, no differences were found among generations in other measures of work. Over the past few years, popular magazines and news outlets highlighted how different Millennials are in relation to their older counterparts and how managers need to change their practices in order to better accommodate their needs (Glass, 2007; "Communication Style…", 2009). However, little empirical proof has emerged to substantiate these claims. Given this, it is imperative for management not to take

these sweeping generalizations at face value and to adopt a more skeptical and curious attitude towards the different generational members. However, the current results suggest that communication satisfaction for all generational cohorts is related to affective commitment with an organization, and thus higher levels of organizational commitment are linked to high levels of communication satisfaction. Thus, proper communication practices are crucial for managers as a way to maintain commitment to the organization and potentially reduce turnover and absenteeism. Managers need to pay special attention to their communication styles and frequency in order to maximize the likelihood of a satisfied workforce. This may mean, for example, increasing the number of face-to-face meetings and interactions, having greater clarity on tasks being performed, and changing the way in which managers speak and interact with their subordinates.

This study also found that work centrality was related to generational status. This suggests that members of Generation X tended to be more work centric than their Millennial and Baby Boomer counterparts. Work centrality affects an individual's organizational commitment and thus is important in reducing absenteeism and turnover within a company. Based on this, managers need to be conscious of changes in the workforce and perhaps consider adapting means by which Millennials and Baby Boomers can stay happy at their place of work. Examples of ways in which organizations can accommodate a less work centric individual include flexible work schedules and work from home options just to name a few. Flex work options are becoming more and more popular in North America and are often topics of interest in popular human resource journals.

Flexible work schedules, also known as flextime, allows for employees to select their

starting and quitting time (HRFocus, 2009). Similarly, work from home options,

more commonly known as Flex-place, allows for employees to work regular

scheduled hours from a different location than their typical offices (HRFocus, 2009).

These, along with other flex work techniques have been linked to higher job

satisfaction and morale, improved productivity and reduce stress and burnout

(HRFocus, 2009). Thus, these methods may help and curb industry problems

including low levels of organizational commitment and work centrality faced in

media and marketing industry. Similar initiatives may even work in education,

where some schoolboards are trying flex work initiatives like shared classroom,

where two teachers share a class and teach only for a half day or "four over five"

where a teacher can earn a reduced salary for four years and take the fifth year off

(Striking a Balance, 2005; Ottawa Citizen, 1986)

Conclusion

As long as diversity is a feature of the workplace, generational differences

will be of interest to managers and researchers alike, especially if these are seen as

potential for conflicts among co-workers. However, as described in this and other

studies, these generational differences may, in fact, be fabrications created by

untested assumptions and stereotypes and reinforced by popular media and news

sources. This study found that with the exception of work centrality, where

differences between generations did exist, other facets of work life including aspects

of organizational commitment and communication satisfaction were not found to be

linked to generational status. However, past research has been inconclusive, since

some researchers have found differences in work preferences between generations. Thus, more research is needed to clarify the relationships of these generational preferences to important workplace variables.

Work centrality was related to generational status. Though this research has identified significant differences among these cohorts on work variables of interest, more research is needed to better understand where these differences lie and how they affect the workplace. A better understanding of this issue, will allow researchers, managers and policy makers to improve the quality of work life of all generations.

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Appendice 1
French Cover Letter

Chère participante/ Cher participant,

Mon nom est Jacqueline De Stefano et je suis candidate à la maîtrise au Programme de gestion de l'École de gestion John-Molson de l'Université Concordia, à Montréal. J'effectue actuellement des recherches sur l'équilibre entre la vie professionnelle et la vie privée, ainsi que sur la communication en milieu de travail. Je vous invite à participer à mes travaux de recherche en remplissant les questionnaires ci-dessous. Cela devrait vous prendre environ 20 minutes.

Il n'y a pas de questions pièges et tous les éléments qui composent cette étude sont tirés de mesures bien validées et courantes du domaine de la gestion. **Veuillez répondre à toutes les questions**, car cela permettra d'obtenir des résultats plus précis. Puisque la participation à cette étude est **anonyme**, vous n'êtes pas tenu/e de fournir votre nom ni tous autres renseignements susceptibles de révéler votre identité. Vos réponses individuelles seront traitées dans la plus stricte confidentialité et ne seront pas divulguées à vos employeurs ou à toute autre partie. Seules les données collectives seront transmises aux employeurs.

Je serais heureuse de discuter des résultats de mes recherches avec vous au terme de l'étude. Je considère que votre participation à cette recherche vous permettra d'apprendre à mieux vous connaître et contribuera à votre réussite professionnelle.

Enfin, j'aimerais vous rappeler que si, pour une raison quelconque, vous ne souhaitez pas participer à cette étude, vous êtes entièrement libre de refuser.

Si, à quelque moment que ce soit, vous avez des questions concernant vos droits en tant que participant ou participante à une étude, veuillez contacter :

Adela Reid, agente d'éthique en recherche/conformité, Université Concordia
514-848-2424, poste 7481, adela.reid@concordia.ca

Pour toute autre demande de renseignements, veuillez contacter ma directrice de thèse par téléphone ou par courriel. Vous trouverez ses coordonnées ci-dessous.

Je vous remercie de votre participation à cette étude.

Cordialement,

Jacqueline De Stefano

Directrice de thèse :   Mme Linda Dyer

Téléphone :   514-848-2424, poste 2936

Courriel :   dyer@jmsb.concordia.ca

Appendices 2:
English Cover Letter

Dear Participant,

My name is Jacqueline De Stefano and I am a Masters Candidate in Management program at the John Molson School of Business at Concordia University, in Montreal. I am carrying out research into the work life balance and communication in the workplace. I invite you to assist me in my research by filling out the following questionnaires, which should take you approximately 20 minutes.

There are no "trick" questions and all the items in this survey are adopted from well-validated and popular measures in the area of management. **Please answer all the questions,** as this will produce more accurate results. Since research participation is **anonymous**, you are not required to give your name or any other particulars that will reveal your identity. Your individual responses will be held in the strictest confidence and will not be revealed to your employers or any other party. Only group level data will be given to employers.

Once completion of this study, I would be happy to discuss my findings with you. It is my belief that your participation in this research would help you to know more about yourself and contribute to your future career success.

Finally, I would like to remind you that if for any reason you do not wish to participate in this study, you should feel free to decline.

If at any time you have questions about your rights as a research participant, please contact:

Adela Reid, Research Ethics and Compliance Officer, Concordia University

(514) 848-2424 ext. 7481, adela.reid@concordia.ca

For any other inquiry my supervisor's telephone number and e-mail address are provided below.

Thank you for your participation in my study.

Sincerely,

Jacqueline De Stefano

Thesis Supervisor: Dr. Linda Dyer

Telephone: (514) 848-2424 ext. 2936

E-mail: dyer@jmsb.concordia.ca

Appendix 3:
English Survey (Version Banking)

Questionnaire

Questionnaire

Below are questions concerning your views on work life and how you feel in the workplace. This questionnaire is anonymous and should not take more than 20 minutes to complete. Thank you

Location of Workplace (Province/State): _____

Number of Years working in this industry: _____ years

Number of Years working at this company: _____ years

Position Held

2	3	4	5	6	7	8	9	10	11	12+	Other

Department

TD Canada Trust	TD Commercial Banking

Listed below are several kinds of **information and activities associated with a person's job**. Please indicate how **satisfied** you are with each aspect of your job by circling the appropriate number at the right.

	Very Dissatisfied 1 2 3 4 5	**6**	**7**	**Very Satisfied**				
1	Extent to which communication practices are adaptable to emergencies	1	2	3	4	5	6	7
2	Extent to which conflicts are handled appropriately through proper communication channels	1	2	3	4	5	6	7
3	Extent to which horizontal communication with other organizational members is accurate and free flowing	1	2	3	4	5	6	7
4	Extent to which I receive in time the information needed to do my job	1	2	3	4	5	6	7
5	Extent to which my superiors know and understand the problems faced by subordinates	1	2	3	4	5	6	7
6	Extent to which my supervisor is open to ideas	1	2	3	4	5	6	7
7	Extent to which my supervisor listens and pays attention to me	1	2	3	4	5	6	7
8	Extent to which my supervisor offers guidance for solving job related problems	1	2	3	4	5	6	7
9	Extent to which my supervisor trusts me	1	2	3	4	5	6	7
10	Extent to which my work group is compatible	1	2	3	4	5	6	7
11	Extent to which our meetings are well organized	1	2	3	4	5	6	7
12	Extent to which the amount of supervision given me is about right	1	2	3	4	5	6	7

	Very Dissatisfied 1 2 3 4 5 6 7 Very Satisfied							
13	Extent to which the attitudes toward communication in the organization are basically healthy	1	2	3	4	5	6	7
14	Extent to which the grapevine is active in our organization	1	2	3	4	5	6	7
15	Extent to which the organization's communication makes me identify with it or feel a vital part of it	1	2	3	4	5	6	7
16	Extent to which the organization's communication motivates and stimulates an enthusiasm for meeting its goals	1	2	3	4	5	6	7
17	Extent to which the organization's communications are interesting and helpful	1	2	3	4	5	6	7
18	Extent to which the people in my organization have great ability as communicators	1	2	3	4	5	6	7
19	Extent to which written directives and reports are clear and concise	1	2	3	4	5	6	7
20	Information about accomplishments and/or failures of the organization	1	2	3	4	5	6	7
21	Information about benefits and pay	1	2	3	4	5	6	7
22	Information about changes in our organization	1	2	3	4	5	6	7
23	Information about departmental policies and goals	1	2	3	4	5	6	7
24	Information about government action affecting my organization	1	2	3	4	5	6	7
25	Information about how I am being judged	1	2	3	4	5	6	7
26	Information about how my job compares with others	1	2	3	4	5	6	7
27	Information about organizational policies and goals	1	2	3	4	5	6	7
28	Information about our organization's financial standing	1	2	3	4	5	6	7
29	Information about the requirements of my job	1	2	3	4	5	6	7
30	Personal news	1	2	3	4	5	6	7
31	Recognition of my efforts	1	2	3	4	5	6	7
32	Reports on how problems in my job are being handled	1	2	3	4	5	6	7

Below are several aspects of **communication with one's manager**. Check the box that corresponds to your choice in each case.

		Everyday	3-4 days a week	1-2 days a week	A few times a month	Less frequently than a few times a month
1	I communicate with my managers	1	2	3	4	5
2	I communicate with my managers in-person	1	2	3	4	5

		Everyday	3-4 days a week	1-2 days a week	A few times a month	Less frequently than a few times a month
3	I communicate with my managers via electronic resources (email, messenger)	1	2	3	4	5
4	I communicate with my managers by phone	1	2	3	4	5

Evaluate your **job with your present organization**. Pick the number from 1 to 7 that corresponds best to your opinion.

Strongly Disagree 1 2 3 4 5 6 7 Strongly Agree								
1	I consider my job rather unpleasant.	1	2	3	4	5	6	7
2	I find real enjoyment in my job.	1	2	3	4	5	6	7
3	Most days I am enthusiastic about my job.	1	2	3	4	5	6	7
4	It would not be right to leave my current organization now, even if it were to my advantage.	1	2	3	4	5	6	7
5	I really feel that I belong in this organization.	1	2	3	4	5	6	7
6	I feel that I have too few options to consider leaving this organization.	1	2	3	4	5	6	7
7	I think I would be guilty if I left my current organization now.	1	2	3	4	5	6	7
8	I feel emotionally attached to this organization.	1	2	3	4	5	6	7
9	I have no choice but to stay with this organization.	1	2	3	4	5	6	7
10	I would not leave my organization right now, because I have a sense of obligation to certain people who work there.	1	2	3	4	5	6	7
11	I feel like part of the family at my organization.	1	2	3	4	5	6	7
12	I stay with this organization because I can't see where else I could work.	1	2	3	4	5	6	7
13	If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization.	1	2	3	4	5	6	7
14	This organization has a great deal of personal meaning for me.	1	2	3	4	5	6	7

Strongly Disagree 1	2	3	4	5	6	7	Strongly Agree						
15	For me personally, the costs of leaving this organization would be far greater than the benefits.	1	2	3	4	5	6	7
16	I would violate a trust if I left my current organization now.	1	2	3	4	5	6	7
17	I am proud to belong to this organization.	1	2	3	4	5	6	7
18	I continue to work for this organization because I don't believe another organization could offer me the benefits I have here.	1	2	3	4	5	6	7
19	It would not be morally right for me to leave this organization now.	1	2	3	4	5	6	7
20	I really feel as if this organization's problems are my own.	1	2	3	4	5	6	7
21	I feel fairly well satisfied with my present job.	1	2	3	4	5	6	7
22	Each day at work seems like it will never end.	1	2	3	4	5	6	7
23	I would not leave this organization because of what I would stand to lose.	1	2	3	4	5	6	7

Below are a number of statements each of which you may agree or disagree with depending on your **own personal evaluation of work in general without reference to your present job**. Please indicate the degree to which you agree or disagree with the statement.

Strongly Disagree 1	2	3	4	5	6	Strongly Agree					
1	I have other activities more important than my work	1	2	3	4	5	6
2	I would probably keep working even if I didn't need the money	1	2	3	4	5	6
3	If the unemployment benefit was really high, I would still prefer to work	1	2	3	4	5	6
4	In my view, an individual's personal life goals should be work oriented	1	2	3	4	5	6
5	Life is worth living only when people get absorbed in work	1	2	3	4	5	6
6	Most things in life are more important than work	1	2	3	4	5	6
7	Overall, I consider work to be very central to my existence	1	2	3	4	5	6
8	The major satisfaction in my life comes from my work	1	2	3	4	5	6
9	The most important things that happen to me involve my work	1	2	3	4	5	6
10	To me, my work is only a small part of who I am	1	2	3	4	5	6
11	Work should be considered central to life	1	2	3	4	5	6
12	Work should only be a small part of one's life	1	2	3	4	5	6

Divide a total of **100 points** among the following domains to indicate their relative centrality in your life at the present time. The **higher the number of points, the more important it is**.

a. My leisure (like hobbies, sports, recreation, and contacts with friends).	
b. My community (voluntary organizations, union, and political organizations).	
c. My work.	
d. My religion (like religious activities and beliefs).	
e. My family.	
Total:	100 points

In general, identify **the age group with which you identify best with** in each of the given situations. Check the box that corresponds with your choice in each case.

		16±25 years	26±35 years	36±45 years	46±55 years	56±75 years
1	The way you generally feel	1	2	3	4	5
2	The way you look or your appearance	1	2	3	4	5
3	The age of people whose interests and activities are most like yours	1	2	3	4	5
4	The age that you would most like to be if you could choose your age right now	1	2	3	4	5

Compared to the people with whom you work with, **tell us how you are**. Check the box that corresponds with your choice in each case.

1	Compared to the average age of members of my work group, **I AM**	Older	Younger	About the same age
2	Compared to the average age of members of my work group, **I FEEL**	Older	Younger	About the same age
3	Compared to the average age of members of my work group, **I LOOK**	Older	Younger	About the same age
4	Compared to the average age of members of my work group, **I ACT**	Older	Younger	About the same age

Gender   Male   Female

Age : _____ Years Old

Highest Level of education

Less than high school	High school Diploma	CEGEP (DEC)	CEGEP (DEP)	Some university	Bachelor's degree	Graduate Diploma	Master's degree	Doctorate

Thank you very much

Appendix 4 :
French Survey (Version Banking)

Questionnaire

Questionnaire

Vous trouverez ci-dessous des questions concernant vos opinions sur la vie professionnelle et la façon dont vous vous sentez en milieu de travail. Ce questionnaire est anonyme et 20 minutes devraient suffire pour le remplir. Merci.

Lieu de travail (Province/ Etat) : _____

Depuis combien d'années travaillez-vous dans cette domaine ? _____ années

Depuis combien d'années travaillez-vous pour cette entreprise? _____ années

Niveau

2	3	4	5	6	7	8	9	10	11	12+	autre

Départment

TD Canada Trust	TD Service Bancaires Commerciaux

Vous trouverez ci-dessous plusieurs types d'**informations qui sont souvent associées à l'emploi d'une personne**. Veuillez indiquer votre **degré de satisfaction** de chaque en encerclant le nombre approprié à droite.

	Très insatisfait/e 1 2 3 4 5 6 7 Très satisfait/e							
1	La mesure dans laquelle les pratiques de communication peuvent être adaptées à des situations d'urgence	1	2	3	4	5	6	7
2	La mesure dans laquelle les conflits sont réglés de manière appropriée au moyen des voies de communication adéquates	1	2	3	4	5	6	7
3	La mesure dans laquelle la communication horizontale avec d'autres membres de l'organisation est précise et fluide	1	2	3	4	5	6	7
4	La mesure dans laquelle je reçois en temps voulu les informations requises afin d'accomplir mon travail	1	2	3	4	5	6	7
5	La mesure dans laquelle mes supérieurs connaissent et comprennent les problèmes auxquels font face leurs subordonnés	1	2	3	4	5	6	7
6	La mesure dans laquelle mon supérieur est ouvert à de nouvelles idées	1	2	3	4	5	6	7
7	La mesure dans laquelle mon supérieur m'écoute et me prête attention	1	2	3	4	5	6	7
8	La mesure dans laquelle mon supérieur offre des conseils concernant la résolution de problèmes liés au travail	1	2	3	4	5	6	7
9	La mesure dans laquelle mon supérieur me fait confiance	1	2	3	4	5	6	7
10	La mesure dans laquelle les membres de mon groupe de travail sont compatibles	1	2	3	4	5	6	7

	Très insatisfait/e 1 2 3 4 5		6		7 Très satisfait/e			
11	La mesure dans laquelle nos réunions sont bien organisées	1	2	3	4	5	6	7
12	La mesure dans laquelle le degré de surveillance dont je fais l'objet est plutôt adéquat	1	2	3	4	5	6	7
13	La mesure dans laquelle les attitudes à l'égard de la communication au sein de l'organisation sont essentiellement saines	1	2	3	4	5	6	7
14	La mesure dans laquelle le bouche-à-oreille est fréquent au sein de l'organisation	1	2	3	4	5	6	7
15	La mesure dans laquelle la communication organisationnelle me permet de m'identifier à l'organisation et de me sentir comme faisant partie intégrante de cette dernière	1	2	3	4	5	6	7
16	La mesure dans laquelle la communication au sein de l'organisation motive et suscite l'enthousiasme en vue de l'atteinte de ses objectifs	1	2	3	4	5	6	7
17	La mesure dans laquelle les communications de l'organisation sont intéressantes et utiles	1	2	3	4	5	6	7
18	La mesure dans laquelle les personnes au sein de l'organisation possèdent une grande capacité en tant que communicateurs	1	2	3	4	5	6	7
19	La mesure dans laquelle les directives et les rapports écrits sont clairs et concis	1	2	3	4	5	6	7
20	Les informations relatives aux réalisations ou aux échecs de l'organisation	1	2	3	4	5	6	7
21	Les informations relatives à la rémunération et aux avantages sociaux	1	2	3	4	5	6	7
22	Les informations relatives aux changements au sein de l'organisation	1	2	3	4	5	6	7
23	Les informations relatives aux politiques et objectifs départementaux	1	2	3	4	5	6	7
24	Les informations relatives aux mesures gouvernementales affectant l'organisation	1	2	3	4	5	6	7
25	Les informations relatives à la nature de mon évaluation	1	2	3	4	5	6	7
26	Les informations relatives à la façon dont mon travail est comparé aux autres	1	2	3	4	5	6	7
27	Les informations relatives aux politiques et aux objectifs organisationnels	1	2	3	4	5	6	7
28	Les informations relatives à la situation financière de l'organisation	1	2	3	4	5	6	7
29	Les informations relatives aux exigences de mon poste	1	2	3	4	5	6	7
30	Les nouvelles personnelles	1	2	3	4	5	6	7
31	La reconnaissance de mes efforts	1	2	3	4	5	6	7
32	Les rapports décrivant la manière dont les problèmes sont pris en charge dans le contexte de mon travail	1	2	3	4	5	6	7

Vous trouverez ci-dessous plusieurs aspects de la **communication entre un employé ou une employée et son gestionnaire**. Dans chaque cas, cochez la case qui correspond à votre situation.

		Chaque jour	3-4 jours par semaine	1-2 jours par semaine	Quelques fois par mois	Moins que quelques fois par mois
1	Je communique avec mon gestionnaire	1	2	3	4	5
2	Je communique avec mes gestionnaires en personne	1	2	3	4	5
3	Je communique avec mes gestionnaires par l'intermédiaire de moyens électroniques (courriel, messagerie électronique)	1	2	3	4	5
4	Je communique avec mes gestionnaires par téléphone	1	2	3	4	5

Evaluez l'emploi que vous occupez. Choisissez le chiffre de 1 à 7 qui correspond le mieux à vos sentiments concernant chaque énoncé.

Complètement en Désaccord	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Complètement en Accord**						
1	Je trouve mon emploi plutôt désagréable.							1	2	3	4	5	6	7
2	Je trouve mon emploi vraiment agréable.							1	2	3	4	5	6	7
3	La plupart du temps je suis enthousiaste envers mon emploi.							1	2	3	4	5	6	7
4	Il ne serait pas correct de quitter maintenant mon entreprise actuelle, même si j'y trouvais avantage.							1	2	3	4	5	6	7
5	J'éprouve vraiment un sentiment d'appartenance à mon entreprise.							1	2	3	4	5	6	7
6	J'estime mes possibilités de choix trop limitées pour envisager de quitter mon entreprise actuelle.							1	2	3	4	5	6	7
7	J'estime que je serais coupable si je quittais maintenant mon entreprise actuelle.							1	2	3	4	5	6	7
8	Je me sens affectivement attaché(e) à mon entreprise.							1	2	3	4	5	6	7
9	Je n'ai pas d'autre choix que de rester dans mon entreprise actuelle.							1	2	3	4	5	6	7
10	Je ne quitterais pas mon entreprise maintenant parce que j'estime avoir des obligations envers certaines personnes qui y travaillent.							1	2	3	4	5	6	7
11	J'ai le sentiment de "faire partie de la famille" dans mon entreprise.							1	2	3	4	5	6	7
12	Je reste dans mon entreprise actuelle parce que je ne vois pas où je pourrais aller ailleurs.							1	2	3	4	5	6	7

Complètement en Désaccord	1	2	3	4	5	6	7	Complètement en Accord						
13	Si on m'offrait un poste dans une autre entreprise, je ne trouverais pas correct de quitter mon entreprise actuelle.	1	2	3	4	5	6	7
14	Mon entreprise représente beaucoup pour moi.	1	2	3	4	5	6	7
15	Pour moi personnellement, quitter mon entreprise actuelle aurait beaucoup plus d'inconvénients que d'avantages.	1	2	3	4	5	6	7
16	Je trahirais la confiance que l'on me fait si je quittais maintenant mon entreprise actuelle.	1	2	3	4	5	6	7
17	Je suis fier(ère) d'appartenir à cette entreprise.	1	2	3	4	5	6	7
18	Je continue à travailler pour cette entreprise en raison des avantages qu'elle m'offre.	1	2	3	4	5	6	7
19	Il ne serait pas moralement correct de quitter mon entreprise actuelle maintenant.	1	2	3	4	5	6	7
20	Je ressens vraiment les problèmes de mon entreprise comme si c'était les miens.	1	2	3	4	5	6	7
21	Je suis assez bien satisfait avec mon emploi actuel.	1	2	3	4	5	6	7
22	Chaque jour au travail semble ne jamais finir.	1	2	3	4	5	6	7
23	Je ne voudrais pas quitter mon entreprise actuelle parce que j'aurais beaucoup à y perdre.	1	2	3	4	5	6	7

Selon **votre appréciation personnelle du travail en général et sans référence à votre emploi actuel**, veuillez indiquer si vous êtes en accord ou non avec les affirmations suivantes. Veuillez indiquer dans quelle mesure vous êtes en accord ou non avec chacune des affirmations.

Tout à fait en désaccord	1	2	3	4	5	6	Tout à fait en accord					
1	Je m'adonne à des activités plus importantes que mon travail	1	2	3	4	5	6
2	Je continuerais probablement de travailler même si je n'avais pas besoin d'argent	1	2	3	4	5	6
3	Même si les prestations d'assurance-emploi étaient très élevées, je préférerais travailler	1	2	3	4	5	6
4	À mon avis, les objectifs de vie d'une personne devraient être orientés vers le travail	1	2	3	4	5	6
5	La vie ne vaut la peine d'être vécue que si les personnes deviennent absorbées par leur travail	1	2	3	4	5	6
6	La plupart des choses dans la vie sont plus importantes que le travail	1	2	3	4	5	6
7	En général, je considère que le travail occupe une place centrale dans ma vie	1	2	3	4	5	6
8	Dans ma vie, je tire la plus grande satisfaction de mon travail	1	2	3	4	5	6
9	Les choses les plus importantes qui surviennent dans ma vie sont liées à mon travail	1	2	3	4	5	6
10	À mon avis, mon travail ne constitue qu'une petite partie de qui je suis	1	2	3	4	5	6
11	Le travail devrait être considéré comme étant au cœur de la vie	1	2	3	4	5	6
12	Le travail devrait seulement constituer une petite partie de la vie d'une personne	1	2	3	4	5	6

Divisez un total de **100 points** parmi les domaines suivants afin d'indiquer leur importance fondamentale dans votre vie à l'heure actuelle. **Plus le nombre de points accordés à un domaine est élevé, plus ce domaine est important.**

a. Mes loisirs (p. ex., passe-temps, sports, activités récréatives, contacts avec les amis).	
b. Ma collectivité (p. ex., organismes bénévoles, syndicats, organismes politiques).	
c. Mon emploi.	
d. Ma religion (p. ex., activités et croyances religieuses).	
e. Ma famille.	
Total :	100 points

En général, identifiez le **groupe d'âge auquel vous vous identifiez le mieux** dans chacune des situations suivantes. Cochez la case qui correspond à votre choix dans chaque cas.

		16±25 ans,	26±35 ans,	36±45 ans,	46±55 ans,	56±75 ans,
1	Comment vous vous sentez	1	2	3	4	5
2	Votre apparence physique	1	2	3	4	5
3	L'âge des personnes qui ont des intérêts et des activités les plus semblables aux vôtres	1	2	3	4	5
4	L'âge que vous aimeriez être si vous pouvez choisir votre âge aujourd'hui	1	2	3	4	5

Comparativement aux personnes avec qui vous travaillez, dites-nous **comment vous êtes.** Cochez la case qui correspond à votre choix dans chaque cas.

1	Comparativement à l'âge moyen des membres de mon groupe de travail, **JE SUIS**	Plus Vieux	Plus Jeune	Environ le même âge
2	Comparativement à l'âge moyen des membres de mon groupe de travail, **JE ME SENS**	Plus Vieux	Plus Jeune	Environ le même âge
3	Comparativement à l'âge moyen des membres de mon groupe de travail, **JE PARAIS**	Plus Vieux	Plus Jeune	Environ le même âge
4	Comparativement à l'âge moyen des membres de mon groupe de travail, **J'AGIS**	Plus Vieux	Plus Jeune	Environ le même âge

Sexe :   Homme   Femme

Âge : _____ ans

Plus haut niveau de scolarité atteint

Pas titulaire d'un diplôme d'études secondaires	Diplôme d'études secondaires	CEGEP (DEC)	CEGEP (DEP)	Études universitaires	Baccalauréat	Diplôme d'études supérieures	Maîtri-se	Doctorat