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Generational Differences in the Interaction between Valuing Leisure and Having Work-Life Balance on Altruistic and Conscientious Behaviors

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Generational Differences in the Interaction between Valuing Leisure and Having Work-

Life Balance on Altruistic and Conscientious Behaviors

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Abstract

This study examined generational differences in the interaction between valuing leisure

and having work-life balance to predict the extra-role behaviors of altruism and

conscientiousness. I predicted that Millennial's (b. 1981-2000) higher value of leisure

and desire to have work-life balance would negatively influence their willingness to

engage in organizational citizenship behaviors (OCBs). Specifically, I hypothesized that

a) Millennials would report valuing leisure more yet have less work-life balance

compared to Baby Boomers (b. 1946-1965) and Gen Xers (b. 1966-1980); b) Baby

Boomers would report higher levels of altruistic and conscientious behaviors and c)

Millennials who showed a negative interaction of valuing leisure and having less work-

life balance would be less likely to engage in OCBs than others.

The participants where 187 full time employees over 18 (22% Baby Boomers,

33% Gen X, 45% Millennials; 61 % Caucasian, 69% female, average age of 39, ($SD =$

10.9), and 31 % defense industry employees) who completed an online survey regarding

their perceptions of their own altruistic and conscientious behaviors, work-life balance,

desire for leisure, the conscientiousness personality trait, work-life enrichment, and

demographic questions.

I used hierarchical multiple regression to analyze the hypothesized interactions

which were not significant. However, Millennials did report significantly less

conscientious behaviors than Baby Boomers ($p < .01$). The personality trait of

conscientiousness, which served as a control variable, accounted for 23 % of the

variability in conscientious behaviors. There was also non-significant yet trending data to

suggest that Millennials would value leisure more yet have less work-life balance compared to Baby Boomers and Gen Xers.

One implication from the findings is that managers may need to provide Millennials more flexibility in being able to define their roles and hours while simultaneously clarifying expectations related to conscientiousness.

Furthermore, future research needs to revisit the OCB and work-life balance measures as they may need to be updated to reflect the technological changes in today's workplace. Overall, the results suggest that the values among the generations may not differ; however, the enactment and operationalization of these values may be different for each generation.

Keywords: millennials, baby boomers, generation X, generational differences, work-life balance, valuing leisure, altruistic behaviors, and conscientious behaviors

CHAPTER I

Introduction and Literature Review

Managers and researchers are increasingly interested in how to manage and motivate employees from different generations in the workforce (Smola & Sutton, 2002; Twenge, Campbell, & Freeman, 2012). Kupperschmidt (2000) defined a generation as a group that shares years of birth and significant life events that occurred in critical stages of their lives. According to Catalyst (2012), the present US workforce primarily consists of three generations: Baby Boomers (born 1946 – 1965), Generation X (born 1966-1980), and Millennials (born 1981-2000). Generational differences often represent values held within the same age group (Becton, Walker, & Jones-Farmer, 2014) which are formed by a common history that is shared by a generational cohort including such major life events as wars, economic recessions, politics, and disasters (Hendricks & Cope, 2013; Lancaster & Stillman, 2002). Some of these values maybe shared across generations.

Though generations may share similar values, the enactment of these values may differ. Because Millennials will grow in proportion in the workforce during the upcoming years, this paper will tend to focus more on this generation. Millennials are often described as being more self-focused than previous generations and tend to be more individualistic and narcissist (Twenge, 2010). They were taught to put themselves first resulting in a cohort of "I"s versus preceding generations such as the Baby Boomers who focused on the collective whole or "we". Thus, how Millennials enact values will differ compared to Baby Boomers and Gen Xers.

For instance, the value of freedom (Twenge, 2010) and need for relationships (Baumeister & Leary, 1995) is important to every generation yet it impacts them

differently. Millennials tend to enact on their value of freedom by wanting to be able to take ownership of their hours and how and where they get their work done (Stein & Sanburn, 2013). For Baby Boomers, this value of freedom may have meant being able to enter the workforce and start earning a living for themselves and having more opportunity to be involved in social causes (Zemke, Raines, & Filipczak, 2000). The need for relationships also shows up differently among the generations. Millennials find social connections through technology such as Facebook, Twitter, Instagram, and Snapchat. Baby Boomers and many Gen Xers fulfill this need for relationships by meeting individuals face-to-face and spending time with them at work and outside of work. Thus, while the values are the same, the enactment of these values differs.

The enactment of valuing leisure and having work-life balance, the satisfaction with both professional and personal domains (Lyness & Judiesch, 2008), also appears to differ among generations. Millennials tend to value leisure and want to have work-life balance in their careers more than Baby Boomers and Gen Xers (DeFraine, Williams, & Ceci, 2014; Hershatter & Epstein, 2010; McDonald & Hite 2008; Myers & Sadaghiani, 2010; Ng, Schweitzer, & Lyons, 2010; Twenge, Campbell, Hoffman, & Lance, 2010; Queiri, Yusoff, & Dwaikat, 2014). This difference may differentially motivate behaviors of these generations (Deal, Altman, & Rogelberg, 2010; Jaska, Patrick, Hogan, & Ziegler, 2013; Kian, Shen, Fauzia, Yusoff, & Rajah, 2013).

Specifically, Millennials valuing leisure and wanting to have work-life balance may impact whether they engage in organizational citizenship behaviors (OCBs) which are intentional behaviors that include helping others, obeying rules and regulations, tolerating less than ideal circumstances, praising an organization, and preventing work-

related problems from occurring (Kian et al., 2013; Organ, 1997). Two especially costly OCBs are altruistic and conscientious behaviors because they are less visible and they may come at the expense of work-life balance (Bolino, 1999). Prior research has found that Baby Boomers and Gen Xers are less likely to help other employees or even praise their organization if they do not have work-life balance (Kian et al., 2013; Rodriguez-Srednicki, Kutcher, Indovino, & Rosner, 2005). On the other hand, Baby Boomers and Gen Xers that have work-life balance attend more voluntary meetings, suggest more improvements and help coworkers with their jobs (Lambert, 2000).

While work-life balance and OCB research has primarily focused on Baby Boomers and Gen Xers, less research has been conducted to assess Millennials and their values, beliefs, and behaviors (Emeagwali, 2011). I predict that Millennial's value of leisure and desire to have work-life balance may impact their willingness to engage in altruistic or conscientious behaviors. This study extends the current literature by studying the Millennial generation in addition to their Gen Xer and Baby Boomer colleagues. The purpose of this study is to examine the interaction between valuing leisure and having work-life balance with generational differences to predict altruistic and conscientious behaviors. More specifically, I hypothesize that Millennial's value of leisure and desire to have work-life balance may impact their willingness to engage in altruistic or conscientious behaviors.

Social Exchange Theory

Social exchange theory is used to help provide a framework of why certain generations of employees may differentially engage in altruistic and conscientious behaviors. This model proposes that social behavior is the result of an exchange process

with the purpose of maximizing benefits and minimizing costs to both parties (Colquitt,

Baer, Long, & Halvorsen-Ganepola, 2014; Blau, 1964; Emerson, 1974; Hamrin,

McCarthy, & Tyson, 2010; Homans, 1958; Thibaut & Kelley, 1959). According to this

model, individuals weigh the potential benefits such as attention and social support with

costs of relationships which may include time and effort. When the costs outweigh the

benefits, people will terminate, abandon, or try to equalize the relationship (Colquitt et

al., 2014; Lambert, 2000). Furthermore, to make better decisions involving their benefits

and costs, individuals in a social exchange relationship often use comparison levels

which is an individual subjective standard used to figure out if the interaction or

exchange met that person's standards or expectations (Miller & Bermúdez, 2004). A

person's comparison level is often based on his or her past experience and societal norms

(Hamrin et al., 2010).

Benefit of Helping/Cost of Not Helping

		High	Low
Benefits of Not Helping/Cost of Helping	High	Indirect Intervention or Reappraise the Situation	Not Help
	Low	Directly Help	Depends on Norm

Figure 1. Social Exchange Model (Emerson, 1974)

As suggested by the social exchange model, a person makes rational choices

regarding the benefit and cost of helping others. For the purpose of this study, the cost in

this model is work-life balance and the benefit is the personal outcomes associated with

engaging in altruistic and conscientious behaviors which may include increased likability

by supervisors, higher performance appraisal ratings, greater reward allocations, and greater opportunity for promotion (Allen & Rush, 1998; Park & Sims, 1989; Podsakoff, MacKenzie & Hui, 1993). Because citizenship behaviors are to a certain extent discretionary acts, it is up to the employee to decide whether he or she will help out another individual which may mean staying late at work. I propose that the social exchange model will have greater explanatory power for Millennials because of the larger value they place on leisure and having work-life balance. Altruistic and conscientious behaviors will have a higher perceived cost for them such that they would need to see a bigger payoff to themselves. For example, if they have to engage in altruistic behavior, they may view the benefit of helping as low because they do not have additional time or energy to expend (Colquitt et al., 2014; Kian et al., 2013; Lambert, 2000).

Social exchange will also have explanatory power for Gen Xers and Baby Boomers, but altruistic and conscientious behaviors will not pose such a cost to these generations. Gen Xers tend to report a slightly smaller value in leisure and work-life balance compared to Millennials (Twenge et al., 2010) and thus would be similar to Millennials in terms of their rationale of cost and benefits of engaging in altruistic and conscientious behaviors. On the other hand, Baby Boomers will engage in altruistic and conscientious behaviors because they have engaged in these behaviors in the past and because leisure and subsequently work-life balance is not as important to them (Cennamo & Gardner, 2010; Ebner, Freund, & Baltes, 2006). Baby Boomers generally tend to demonstrate more OCBs (Ng & Feldman, 2008), are intrinsically motivated to fulfill their social needs to help others at work and want a job that is worthwhile to society (Ebner et al., 2006; Freund, 2006; Kanfer & Ackerman, 2004). Furthermore, prior research has

suggested that Baby Boomers tend to value dedication and hard work (Cennamo &

Gardner, 2010). Consequently, the cost of engaging in altruistic and conscientious

behaviors may not be as high because they may not value leisure and work-life balance to

the same degree as ascribed to Millennials and Gen Xers.

　　　In summary, because Millennials are more likely to value leisure, it will

differentially trigger their motivation to engage in altruistic and conscientious behaviors

when they do not perceive work-life balance. Thus, I hypothesize a) Millennials will

report valuing leisure more yet have less work-life balance compared to Baby Boomers

and Gen Xers, b) Baby Boomers will report higher levels of altruistic and conscientious

behaviors compared to Gen Xers and Millennials, and c) the interaction between valuing

leisure and having work-life balance will be further moderated by generation such that

the positive relationship between valuing leisure and having work-life balance on

altruistic and conscientious behaviors will be strongest for Millennials. The hypothesized

relationships are depicted in Figure 2.　In the following literature review, I will discuss

research and theoretical views that lend support to these propositions.

Millennials

Altruistic/

Conscientious

Behaviors

Valuing Leisure

Gen X

Altruistic/

Conscientious

Behaviors

High   Having
        Work-
        Life
Medium Balance

Low

Valuing Leisure

Baby Boomers

Altruistic/

Conscientious

Behaviors

Having
Work-Life
High   Balance
Medium
Low
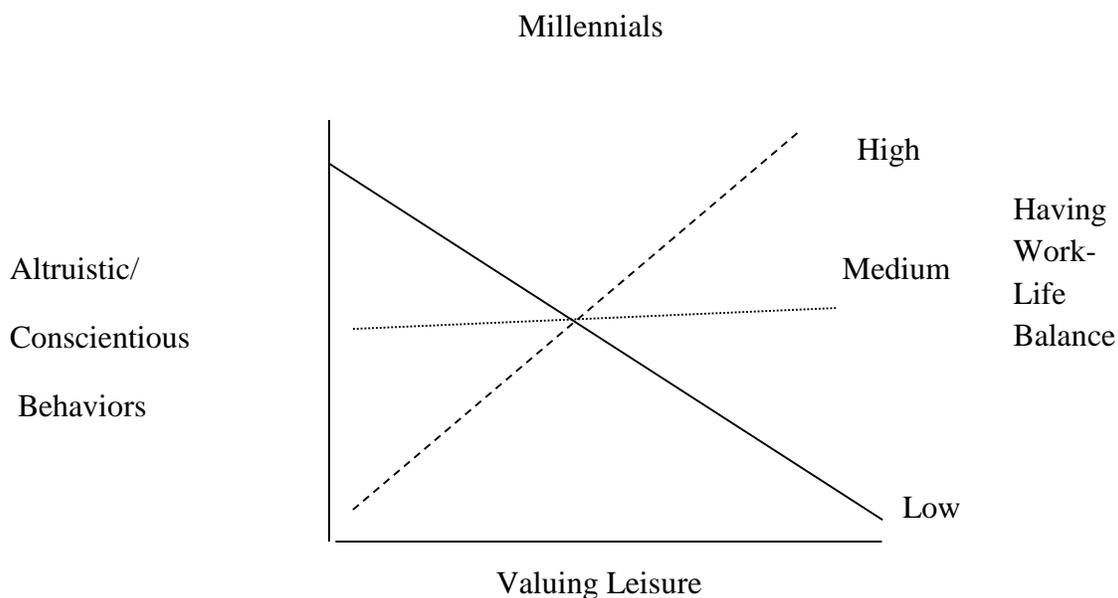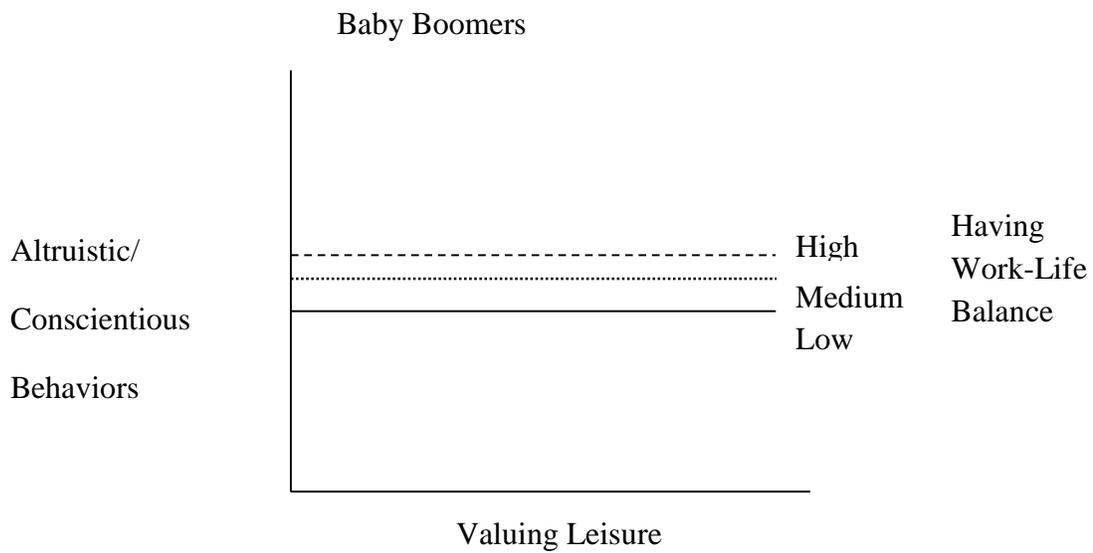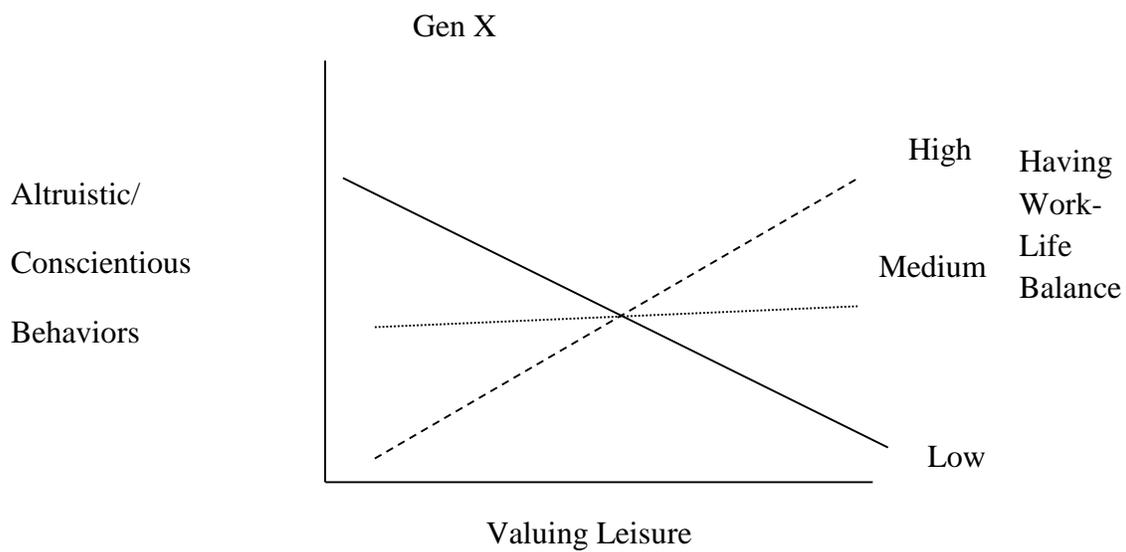
Valuing Leisure

Figure 2. Generational differences in the interaction between valuing leisure and having work-life balance on altruistic and conscientious behaviors.

Work- Life Balance

The definition of "work-life balance" has evolved over the years and in this section I will discuss how different conceptions have emerged over time. In the 1960s, more women started entering the workforce and the number of dual earner families increased (Greenblatt, 2002; Tatman, Hovestadt, Yelsma, Fenell, & Canfield, 2006). This was in contrast to traditional gender roles at the time when men were expected to fulfill the breadwinner role and women the homemaker role (Lyness & Judiesch, 2008). Greenhaus and Beutell (1985) suggested that involvement with work would be more difficult for employees who had families and would result in work–family conflict, defined as "a form of inter-role conflict in which the role pressures of the work and family domains are mutually incompatible in some respect" (Greenhaus & Beutell, 1985, p. 77). This concept has historically been especially relevant for women who work and are the primary caretakers at home (Hochschild, 1989). An employee has a limited amount of time, energy, and resources and involvement in one role was hypothesized to result in fewer resources available for other roles which may lead to conflict and decreased performance (Rothbard, 2001). Employees may not want to perform altruistic or conscientious behaviors because they do not want to invest extra time and resources at work. This is consistent with the social exchange model in which employees are trying to maximize benefits (OCBs) and minimize costs (work-life balance). A Pew Research Center study indicated a large proportion of women and an increasing number of men are facing more stress and responsibility by being engaged in both work and family roles and have a hard time balancing the two (Kurtzleben, 2013).

In the 1980's the concept of work-family conflict was further expanded to make the distinction of the bi-directionality of the term more clear. Work-family conflict was differentiated into family interfering with work and work interfering with family (Frone, Russell, & Cooper, 1992; Greenhaus & Beutell, 1985). Earlier research focused on the negative outcomes associated with involvement in roles that conflicted with the work role (Frone, 2003). For instance, the earlier AT&T studies conducted in the 1950s and 1970s found there was a positive relationship between work involvement and assessments of advancement potential; however, managers who took leaves of absence for family or other reasons received fewer subsequent promotions than managers who did not take time off (Bray, Campbell, & Grant, 1974).

Later the construct took on a different approach with the focus shifting to balance (Greenhaus & Beutell, 1985). Work–family balance became viewed as the extent to which a person was equally satisfied with his or her work role and family role (Greenhaus, Collins, & Shaw, 2003). The literature mainly used this definition when Baby Boomers and Gen X were the primary generations in the workforce (Bragger et al., 2005).

More recently there has been a focus on the enrichment perspective which suggests that involvement in multiple roles could be beneficial because of the transfer of positive experiences and resources between work and family roles (Greenhaus & Powell, 2006). In essence, the benefits of multiple roles can outweigh the stress and costs associated with more than one role (Rothbard, 2001). Greenhaus and Allen (2010) suggested that both work-life enrichment and work-life conflict can predict work-life satisfaction. Therefore, both conflict and enrichment are measured in this study.

A shift in the terminology will allow this study to better capture how employees are motivated by the desire to balance their personal and professional lives. Furthermore, work-life balance in this study is defined as "the individual perception that work and non-work activities are compatible and promote growth in accordance with an individual's current life priorities" (Kalliath & Brough, 2008, p. 4). This definition broadens the term to include employees who may not be married or have children but still want balance in non-work activities such as school, community involvement, or even sports. Furthermore, this definition accounts for work-life priorities changing over an employee's life span. The definition can also apply to multiple generations and allows work-life balance to be understood in the context of different generations.

Generational Differences

Generational differences are a result of the historical circumstances a group experiences (Smola & Sutton, 2002). Often technology, politics, pop culture, and economic conditions that are prevalent during adolescence and early adulthood shape the values that a generational cohort holds (Lancaster & Stillman, 2002; Twenge et al., 2012). I examined Baby Boomers, Gen X, and Millennials in this study.

Baby Boomers. As noted earlier and seen in Table 1, Baby Boomers are defined as individuals born between the years 1946-1965 (Catalyst, 2012) and are the largest generational cohort in the American workforce. The major life events for this generation include the assassination of John F. Kennedy and Martin Luther King, and the Vietnam War (Zemke, Raines, & Filipczak, 2000). They grew up in an optimistic and prosperous time during which their fathers were the primary breadwinners and their mothers were housewives (Strauss & Howe, 1991; Lancaster & Stillman, 2002). Baby Boomers tend to

be described as willing to make sacrifices for their careers and that they hold values related to work hours, promotion, and size of office (Kupperschmidt, 2000). They are generally known to encounter difficulties balancing their private lives and their work obligations (Lancaster & Stillman, 2002).

Generation X. Gen Xers are defined as individuals born between 1966-1980 (Catalyst, 2012).They were born into a challenging socioeconomic environment which consisted of an unstable economy, the outbreak of the AIDS epidemic, end of the Cold War, and government and organization scandals (Zemke et al., 2000; see Table 1).This generation faced a tougher economy than the Baby Boomers and lived in more dual career families. As a result of having both parents work, Gen Xers often became latchkey kids who developed a sense of individual initiative and independence (Howe & Strauss, 2000; Kupperschmidt, 1998; Lancaster & Stillman, 2002). Work tends to be important to them but they appreciate flexible schedules, informal work environments and the right amount of supervision (Zemke et al., 2000).

Millennials. Millennials, who were born between the years 1981-2000 (Catalyst, 2012), grew up an era of globalization, media, and technology. They are the first generation to experience terrorism and mass violence within the United States such as Columbine, the Oklahoma City bombing, and 9-11 (Howe & Strauss, 2000; Zemke et al., 2000; see Table 1). Many parents of Millennials (also referred to as helicopter parents) have taken an active role in all areas of their lives (Zemke et al., 2000). Similar to Baby Boomers when they were in their 20s, Millennials are often described as "Generation Me" for not only being selfish but also narcissistic and individualistic (Howe & Strauss, 2000; Stein & Sanburn, 2013; Twenge, 2010; Zemke et al., 2000). Work centrality tends

to be low with the Millennials and they value leisure (Twenge et al., 2010). They tend to

want fluidity between their personal and professional lives such that they get to decide

when and where to work and are more outcome as opposed to process focused (Stein &

Sanburg, 2013). Thus, for this generation more than the others, I hypothesize that it will

be important that they have work-life balance when they value leisure.

Table 1

Generations, Defining Events and Values

Generation	Defining Events	Values
Boomer Generation 1946 - 1965	Assassination of John Kennedy, Martin Luther King, Jr. and Robert Kennedy; Vietnam War, First Man on the Moon; TV in most every household	Hard work; dedication; office size; health/wellness; challenge authority; social justice; generational community; distrust of government; overly materialistic
Generation X 1966-1980	AIDS epidemic; Resignation of Nixon; Challenger Explosion; First Gulf War; Stock Market drop of 22.6% in one day; Fall of the Berlin Wall	Cynical; independent; street-smart; pursuit of quality of life; acceptance of violence & sex; environmental concerns; global community
Millennial 1981-2000	September 11, 2001; Columbine; 9/11; Impeachment of Clinton, Obama, Facebook	Value leisure, want work-life balance, idealistic; altruistic; civic minded, embrace diversity; volunteerism; team oriented

Note: Information on this table was compiled from research by Lancaster & Stillman, (2002), Strauss & Howe, (1991), Twenge et al., (2012), Zemke, Raines & Filipczak (2002).

Generational Differences in Valuing Leisure. Millennials who have recently joined the workforce may value leisure more at their current age than Baby Boomers and Gen Xers when they were in their 20s or early 30s. Twenge et al. (2010) used some of the large scale longitudinal data sets housed at ICPSR on the campus of the University of Michigan in which they compared people of the same age at different points in time to ensure that any differences in valuing leisure were related to generation rather than age. Different cohorts of participants in the data set were surveyed in 1976, 1991, and 2006 regarding their values, behaviors, and lifestyle orientations. They found that Millennials, who were surveyed in 2006, placed a greater value on leisure than Baby Boomers and Gen Xers when they were respectively surveyed in their 20s in 1976 and 1991.

Millennial's value of leisure may come from their personal observation. They may have spent much time at after school programs while both of their parents worked in jobs that lacked flexibility. Later when they were older, they may have seen their parents work long hours, but later face downsizing, frequent layoffs, and high divorce rates (Loughlin & Barling 2001). As a result, Zhang, Straub, and Kusyk (2007) suggested that Millennials may be cautious of being put in the same position and sacrificing their personal life for work. Furthermore, Millennials may have been given more leisure time as children as their Baby Boomer parents took great strides to ensure they were involved in extracurricular activities (Zemke et al., 2000) which subsequently may have resulted in them wanting leisure even as adults. Consequently, building a career may not be a primary motivator and work maybe a less significant part of Millennials' personal identities (Jaska, Hogan, & Ziegler, 2013; Marston, 2007).

Millennial employees may be more likely to communicate an interest in flexible career paths because work-life balance is a priority (Carles & Wintle 2007; Queiri, Yusoff, & Dwaikat, 2014). A Gallup poll found Millennials tend to desire work-life balance (Ott, Blacksmith, & Royal, 2008) and consider it to be a critical component in their lives (DeFraine, Williams, & Ceci, 2014; Hershatter & Epstein, 2010; Myers & Sadaghiani, 2010; Twenge et al., 2010).   In another study, four companies, Booz Allen Hamilton, Ernst & Young, Time Warner, and UBS led two large-scale, nationally representative surveys to determine the importance of work-life balance for different generations of employees. Results from the survey were augmented with qualitative input from 30 focus groups and 40 interviews. The researchers found that 87% of Millennials reported that balance with their work and personal life was important (Hewlett, Sherbin & Sumberg, 2009). Furthermore, the results from the survey indicated that having the freedom to choose when and where to work was powerful for young employees as it motivated them to put more effort into their work. Although Deal et al., (2010) suggested these differences among generations of employees might be a result of stage in life, Twenge (2010) and Wentworth and Chell (1997) found that differences among different aged employees were more strongly associated with generational differences meaning members of a generation shared same values. Consequently, managing professional and work domains of life maybe most important to Millennials because of the value they place on leisure.

On the other hand, leisure might be slightly less important to some Gen Xers and almost negligible for some Baby Boomers. Many Gen Xers have young children or are starting to have children (Sullivan, Forret, Carraher, & Mainiero, 2009) and they are at a

point where they need the flexibility of being able to care for their children and household while simultaneously juggling work. Gen Xers tend to rate work as less central to their lives, value leisure more, and express a weaker work ethic than Baby Boomers although their ratings were lower than those of Millennials (Twenge, 2010; Campbell et al., 2010). Several other studies have also found Gen Xers tend to want a life outside of work, they work to live, they are not likely to sacrifice their personal life for the company, and that they value personal goals as more important than work-related goals (Cennamo & Garner, 2008; DeFraine et al., 2014; Gursoy et al., 2008; Queiri et al., 2014; Smola & Sutton, 2002; Wong et al., 2008).

However, for Baby Boomers leisure may not be a priority. In one survey, Baby Boomers were 60 % more likely than Millennials to describe themselves as being work centric (American Business Collaboration & Families and Work Institute, 2006). They are generally depicted as having routinely sacrificed on behalf of their firms working 55 to 60 hour weeks (Chatman & Flynn, 2001), have tended to embrace competitiveness, and have focused on climbing organizational ranks (Gursoy et al., 2008). Many Baby Boomers, especially men, are described as workaholics who have little work-life balance (McGuire, By, & Hutchings, 2007; Stauffer, 1997).This implies that not all Baby Boomers may value leisure over other life values. Baby Boomers may work long hours because they enjoy it, are doing work they are passionate about, or work that supports other life values (Brett & Stroh, 2003; Wrzesniewski, McCauley, Rozin, & Schwartz, 1997). Hence, a large number of Baby Boomers may not be negatively motivated by a lack of leisure.

Hypothesis 1: There will be a generational difference in valuing leisure such that Millennials will report valuing leisure more than Baby Boomers and Gen Xers.

Generational Differences in Having Work-Life Balance. For Millennials, technology may impact the boundary between their work and personal lives. Simple tasks such as being able to check email on work phones or being able to login to the work network from home may have blurred the lines between their work and personal domains (Stein & Sanburn, 2013). One study found that the use of technology among this group results in Millennials not only having a lack of work-life balance but also fewer friends due to less face-to-face interactions (Myers & Sadaghiani, 2010). In addition to earlier observations such as Millennials growing up with more leisure time than previous generations, technology may have further contributed to Millennials not being able to separate their personal and professional lives so that they want to have even more work-life balance.

Hypothesis 2: There will be a generational difference in having work-life balance such that Millennials will report having less work-life balance than Baby Boomers and Gen Xers.

Millennials and Work. Even as Millennials' approach to work appears to be different than generations before them, the nature of work in the American economy is changing. Where job descriptions in the past listed very specific task and role expectations, today's job descriptions tend to be more amorphous in listing responsibilities, focusing instead on higher order attributes such as the ability to work

collaboratively, take initiative, and be visionary (Ferri-Reed, 2012). This leaves

Millennials with greater opportunities for creativity but at the same time they have

become more guarded and intentional with what they are willing to sacrifice for their

work. They want to create not only their own jobs but also maintain ownership of how

they live their lives (Stein & Sanburn, 2013). Therefore, it is likely they'll be more

circumspect in investing their time in work they perceive beyond their already amorphous

job responsibilities. Specifically, they may be unwilling to invest the time and emotional

resources to help their colleagues or be conscientious enough to go beyond levels of

expected performance when job requirements change so quickly.

Organizational Citizenship Behaviors (OCBs)

Organizational citizenship behaviors (OCBs) often require employees to invest

additional resources and time at work. OCBs are defined as behaviors that relate to the

contribution of employees to their organizations above and beyond official demands of

the job (Kian et al., 2013; Smith, Organ, & Near, 1983). Employees who engage in OCBs

are not only less absent but they are less likely to turnover which in turns leads to greater

productivity, efficiency, and profitability (Kian et al., 2013; Podsakoff, Whiting,

Podsakoff, & Blume, 2009). At an individual level, OCBs are positively related to both

performance evaluations and reward recommendation decisions (Allen & Rush, 1998).

When OCBs are performed by groups, it tends to lead to better group performance

(Nielsen, Hrivnak, & Shaw, 2009).

Scholars have built on, critiqued, and expanded the construct (Podsakoff,

McKenzie, Moorman, & Fetter, 1990). Some constructs that have been shown to overlap

with OCBs include extra role behavior (VanDyne, Cummings, & McLean Parks, 1995),

prosocial organizational behavior (Brief & Motowidlo, 1986), and contextual performance (Motowidlo, 2000). There has also been emerging debate about the behavioral dimensions that make up OCBs. Organ (1988) proposed a five-factor OCB model which consists of altruism, conscientiousness, courtesy, civic virtue, and sportsmanship. Organ (1988) defined "*altruism* as behaviors that help a specific other person or organizational task or problem; *conscientiousness* as behaviors in the areas of attendance, obeying rules and regulations, taking breaks; *sportsmanship* as the willingness of employees to tolerate less than ideal circumstance without complaining; *courtesy* as behavior that it is aimed at preventing work-related problems from occurring; and *civic virtue* as behavior that indicates that the employee participates in or is involved with the company".

Williams and Anderson (1991) further organized OCBs into categories based on direction of the behavior. More specifically, they called behaviors directed toward the benefit of other individuals OCB-I, whereas behaviors directed toward the benefit of the organization were called OCB-O. The construct of altruism is inclusive of behaviors that involve helping other individuals in the organization (OCB-I) while conscientiousness was originally used to label behaviors targeted at the organization as a whole (OCB-O).

Another contention regarding OCBs is whether they are behaviors or personality traits. Some researchers investigating personality and more dispositional individual characteristics suggest that OCBs might have a genetic component (Konovosky & Organ, 1996). However, a meta-analysis conducted by Organ and Ryan (1995) indicated that except in the case of conscientiousness, personality traits and other dispositional measures were not found to correlate well with OCBs and instead job satisfaction,

organizational commitment, leadership support, and perceived fairness were moderately predictive of OCBs. These findings suggest that OCBs are not personality traits but in fact specific behaviors except for conscientiousness which will also be measured as a personality trait in this study.

Since OCBs are intentional and discretionary behaviors, there have been changes in the workplace that have modified expectations about the meaning of "going above and beyond". Technology (email, laptops, cell phones) has enabled employees to work from anywhere at any time but this comes with the expectation that workers will work all the time (Greenblatt, 2002; O'Toole & Lawler, 2006; Stein & Sanburn, 2013). What used to be considered going above and beyond may be more of a norm now because it may influence managerial perceptions (Podsakoff, MacKenzie, & Hui, 1993). Managers value OCBs because they help facilitate many social functions (Bateman & Organ, 1983) and they tend to rate employees who engage in OCBs higher than employees who do not (Podsakoff et al., 1993; Turnipseed & Rassuli, 2005). Consequently, employees may manage up through OCBs in order to ensure that their managers have a favorable impression of them (Bolino, 1999). Thus, these behaviors are discretionary and employees will rationalize the cost and benefits before engaging in these behaviors.

Social Exchange Theory and Altruistic and Conscientious Behaviors. Social exchange theory provides a framework regarding when employees are likely to engage in altruistic or conscientious behaviors as both behaviors take time and resources in the workplace that cannot be invested in other relationships (Bolino, 1999). The benefits of favorable manager perceptions may not outweigh the costs of engaging in altruistic and

conscientious behaviors which include more expenditure of time and energy and less visibility.

Generational Differences in Altruistic and Conscientious Behaviors.

Conceptions regarding generational differences for altruistic behaviors have been mixed. Cennamo and Gardner (2008) and Twenge (2010) found no generational differences in the value of altruistic behaviors meaning 20 year olds today were no different than Gen Xers and Baby Boomers when they were in their 20s. However, longitudinal development research suggests that altruistic behaviors actually increase over the age span from 19 to 60 years (Rushton, Fulker, Neale, Nias, & Eysenck, 1986). Thus, based on longitudinal data it appears that Baby Boomers might be more likely to report higher altruistic behaviors.

>*Hypothesis 3: Generations will differ on their level of altruistic behaviors such that Baby Boomers will report higher levels of altruistic behaviors than Gen Xers or Millennials.*

Likewise, there has been some debate over the correlation between conscientiousness and age. Wong, Gardiner, Lang, and Coulon (2008) found that Millennials are slightly more conscientious than Gen X; however, longitudinal data suggests that conscientious appears to increase from adolescence through late midlife (Donnellan & Lucas 2008; McCrae, Costa, de Lima, Simoes, Ostendorf, & Angleitner, 1999). The increase in conscientiousness maybe due to investment in normative social roles (Costa & McCrae, 2006) with Baby Boomers more motivated to fulfill their social needs to help others at work (Ebner, Freund, & Baltes, 2006; Freund, 2006; Kanfer &

Ackerman, 2004). Therefore, prior research suggests that Baby Boomers would engage in more conscientious behaviors.

Hypothesis 4: Similar to previous research, generations will differ on their level of conscientious behaviors such that Baby Boomers will report higher levels of conscientious behaviors than Gen Xers or Millennials.

The Relationship between Valuing Leisure with Altruistic and Conscientious Behaviors.

The magnitude of the cost for engaging in altruistic and conscientious behaviors depends on whether employees value leisure. If they do, they may consequently perceive altruistic and conscientious behaviors as a great cost with little benefit. This reasoning is consistent with the scarcity or depletion hypothesis suggesting that an individual has a limited amount of time, energy, and resources (Rothbard, 2001). Employees may not want to perform altruistic or conscientious behaviors because they do not want to invest extra time at work and would rather devote it to activities outside of work. Therefore, the more an individual values leisure, the less likely he or she will be to engage in altruistic or conscientious behaviors.

Hypothesis 5: There will be a negative relationship between valuing leisure and altruistic behaviors.

Hypothesis 6: There will be a negative relationship between valuing leisure and conscientious behaviors.

The Relationship between Having Work-Life Balance with Altruistic and Conscientious Behaviors. On the other hand, employees who actually have work-life balance may not perceive such a great cost to engage in altruistic or conscientious behaviors because they may have more time to help others or stay late at work. The balance among their multiple roles could be beneficial because it may help expand an individual's attention and energy between work and family roles (Greenhaus & Powell, 2006) and buffer the stress or other costs associated with having multiple roles (Rothbard, 2001). Prior research has found that positive perceptions of work-life balance programs being offered by an organization correlated with employees not only attending more voluntary meetings but also suggesting more improvements and helping their coworkers with their job (Kian et al., 2013; Lambert, 2000). Furthermore, the presence of work-life balance correlates with employees helping others, praising their organization, staying late at work, and having greater work attendance (Kian et al., 2013; Bragger et al., 2005). I predict that having work-life balance will result in individuals engaging in more altruistic and conscientious behaviors.

Hypothesis 7: There will be a positive relationship between having work-life balance and altruistic behaviors.

Hypothesis 8: There will be a positive relationship between having work-life balance and conscientious behaviors.

The Relationship between Valuing Leisure and Work-Life Balance with Altruistic and Conscientious Behaviors. I predict if an employee values leisure, then work-life balance will become more important. The employee will look at the valance,

instrumentality, and expectancy when deciding to engage in altruistic and conscientious behaviors (Vroom, 1964). He or she will not only see whether they value altruistic and conscientious behaviors but they will see whether engaging in these behaviors will cost them their work-life balance. Leisure provides the opportunity to be able to take time out for one's self and devote it to non-work related activities. If an employee values it, then he or she has an expectation that they will get it. Having balance provides more opportunities for leisure. Subsequently, an employee who values leisure and has work-life balance will have their expectations met and be more likely to engage in altruistic and conscientious behaviors. However, an employee who values leisure but does not have work-life balance will not have his or her expectations met and will subsequently be less likely to engage in altruistic and conscientious behaviors.

Hypothesis 9: There will be a positive interaction between valuing leisure and having work-life balance such that employees who report higher levels of each will report higher levels of altruistic behaviors. On the other hand, employees who value leisure and do not have work-life balance will be less likely to engage in altruistic behaviors.

Hypothesis 10: There will be a positive interaction between valuing leisure and having work-life balance such that employees who report higher levels of each will report higher levels of conscientious behaviors. On the other hand, employees who value leisure and do not have work-life balance will be less likely to engage in conscientious behaviors.

Generational Differences in the Interaction between Valuing Leisure and Having Work-Life Balance on Altruistic and Conscientious Behaviors. The interactive effect of valuing leisure and having work-life balance on altruistic and conscientious behaviors may also differ by generation. Prior research found that not only do Millennials tend to value leisure and want to have work-life balance (DeFraine, Williams & Ceci, 2014; Hershatter & Epstein, 2010; McDonald & Hite, 2008; Myers & Sadaghiani, 2010; Ng et al., 2010; Twenge et al., 2010), they also have higher expectations around having work-life balance and leisure. Hershatter and Epstein (2010) found that Millennials tend to expect reasonable hours and flexibility and if they ever need extra accommodations, they feel that they should be able to go to their employer and talk about issues they might have. This notion is also supported by Cennamo and Gardner (2008) who conducted an online survey with 504 employees representing a range of industries and found that Millennials tend to attach more importance to freedom-related work values such as leisure compared to Baby Boomers and Gen Xers. Millennials may desire their employers to be able to provide them leisure and work-life balance whereas Gen Xers and Baby Boomers may not have these expectations.

Consequently, when Millennials value leisure but do not have work-life balance, altruistic and conscientious behaviors may have a higher perceived cost because of the time commitment and less managerial visibility so they need to see a bigger payoff to be willing to do them. However, if a Millennial values leisure and has work-life balance, he or she might be more likely to engage in altruistic and conscientious behaviors compared to others because the costs are lower. For Baby Boomers and Gen X, costs are not as important and they are likely to engage in altruistic and conscientious behaviors

regardless due to social norms to help others. Hence, the interaction between valuing leisure and having work-life balance will be strongest for Millennials in determining engagement in altruistic and conscientious behaviors.

> *Hypothesis 11: The interaction between valuing leisure and having work-life balance on altruistic behaviors will be further moderated by generation such that the positive relationship between valuing leisure and having work-life balance on altruistic behaviors will be strongest for Millennials.*
>
> *Hypothesis 12: The interaction between valuing leisure and having work-life balance on conscientious behaviors will be further moderated by generation such that the positive relationship between valuing leisure and having work-life balance on conscientious behaviors will be strongest for Millennials.*

Chapter Summary: Generational Differences in the Interaction between Valuing Leisure and Having Work-Life Balance on Altruistic and Conscientious Behaviors

In summary, three generations, Baby Boomers, Gen Xers, and Millennials now coexist in the workforce with Millennials being the newest addition. One key known generational difference of Millennials is their value of leisure and desire to have work-life balance (DeFraine, Williams, & Ceci, 2014; Hershatter & Epstein, 2010; McDonald & Hite 2008; Myers & Sadaghiani, 2010; Ng, Schweitzer, & Lyons, 2010; Smola, & Sutton, 2002; Twenge, Campbell, Hoffman, & Lance, 2010). However, research has not examined how valuing leisure in the presence of work-life balance may impact the Millennial generation's engagement in extra role behaviors.

In this study, I will use the social exchange framework to examine the impact of valuing leisure and having work-life balance on altruistic and conscientious behaviors being further moderated by generational differences. Specifically, the following are the hypotheses that I propose for this study:

Hypothesis 1: There will be a generational difference in valuing leisure such that Millennials will report valuing leisure more than Baby Boomers and Gen Xers.

Hypothesis 2: There will be a generational difference in having work-life balance such that Millennials will report having less work-life balance than Baby Boomers and Gen Xers.

Hypothesis 3: Generations will differ on their level of altruistic behaviors such that Baby Boomers will report higher levels of altruistic behaviors than Gen Xers and Millennials.

Hypothesis 4: Generations will differ on their level of conscientious behaviors such that Baby Boomers will report higher levels of conscientious behaviors than Gen Xers and Millennials.

Hypothesis 5: There will be a negative relationship between valuing leisure and altruistic behaviors.

Hypothesis 6: There will be a negative relationship between valuing leisure and conscientious behaviors.

Hypothesis 7: There will be a positive relationship between having work-life balance and altruistic behaviors.

Hypothesis 8: There will be a positive relationship between having work-life balance and conscientious behaviors.

Hypothesis 9: There will be a positive interaction between valuing leisure and having work-life balance such that employees who report higher levels of each will report higher levels of altruistic behaviors. On the other hand, employees who value leisure and do not have work-life balance will be less likely to engage in altruistic behaviors.

Hypothesis 10: There will be a positive interaction between valuing leisure and having work-life balance such that employees who report higher levels of each will report higher levels of conscientious behaviors. On the other hand, employees who value leisure and do not have work-life balance will be less likely to engage in conscientious behaviors.

Hypothesis 11: The interaction between valuing leisure and having work-life balance will be further moderated by generation such that the positive relationship between valuing leisure and having work-life balance on altruistic behaviors will be strongest for Millennials.

Hypothesis 12: The interaction between valuing leisure and having work-life balance will be further moderated by generation such that the positive relationship between valuing leisure and having work-life balance on conscientious behaviors will be strongest for Millennials.

CHAPTER II

Method

Participants

I performed a power analysis (Cohen, 1992) to calculate the sample size needed to detect moderated relationships among the variables. A linear regression model was specified with random effects and seven IVs[1]. A similar moderated study that looked at the relationship between job involvement, work satisfaction, and generational differences on OCBs used an effect size of $R^2 = .11$ (Shragay & Tziner, 2011). Therefore, alpha level and $1 - \beta$ were set to .05, .80, and I used an effect size of $R^2 = .11$ to calculate the sample size for this study. A power analysis indicated that a minimum of 138 participants would be needed to detect a moderated effect given the parameters. I overestimated the sample size as I used R^2 instead of f^2. R^2 measures how well a regression line fits to data whereas f^2 is the effect size for multiple regression. If I had used f^2, the sample size would have been 127.

A total of 187 participants who were at least 18 years old, currently employed and working at least 20 hours a week participated in the study. The majority of participants were Caucasian (61%), female (69%), relatively young ($M = 39$, $SD = 10.9$) and worked in the defense industry (31 %). In terms of race/ethnicity, 6.9% of participants were African American/Black, 19% Asian/Pacific Islander, 5.3% Hispanic/Latino, and 4.8%

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[1] Generation vectors (n=2): MM (0,0), Gen X (0,1), BB (1,0).
Valuing work-life balance
Having work-life balance
Valuing work-life balance x Having work-life balance
Valuing work-life balance x Having work-life balance x Vector 1
Valuing work-life balance x Having work-life balance x Vector 2

indicated Multi-Racial. A total of 89.4 % of participants reported they were currently employed full time.

Measures

Altruistic and Conscientious Behaviors. I measured organizational citizenship behaviors of altruism and conscientiousness using subscales from Podsakoff, McKenzie, Moorman, and Fetter's (1990) Organizational Citizenship Behavior Instrument. The altruistic 5-item subscale which utilizes a 7-point Likert-type response scale measures the extent to which participants engage in behaviors that help other individuals. Each item resulted in responses ranging on a scale from strongly disagree (1) to strongly agree (7). Examples of the items in the altruistic behavior subscale include: "I help others who have been absent" and "I help orient new people even though it is not required." Studies examining the internal consistency reliability for the altruistic behavior subscale found reliabilities that ranged from α = .81 (Podsakoff, McKenzie, Moorman, & Fetter, 1990) to α = .82 (Ren-Tao, 2011). In this study, the reliability of the altruistic subscale was α =.78. I averaged scores to create one score for this subscale. Higher scores indicated higher levels of altruistic behaviors.

I measured conscientious behavior with a 5-item subscale which utilizes a 7-point Likert-type response scale. This scale measures the extent to which participants attend work, obey rules and regulations, and take breaks. Items resulted in responses ranging on a scale from strongly disagree (1) to strongly agree (7). Examples of items in the conscientious behavior subscale included: "I do not take extra breaks" and "My attendance at work is above the norm." Studies examining the internal consistency reliability for the conscientious behavior subscale found reliabilities that ranged from α =

.75 (Podsakoff, McKenzie, Moorman, & Fetter, 1990) to α = .85 (Ren-Tao, 2011). In this study, the reliability of the conscientious behavior subscale was α = .69. I averaged scores to create one overall score for the subscale. Higher scores indicated higher levels of conscientious behavior.

Conscientious Personality. I wanted to ensure that conscientiousness was not a confounding variable in the study and thus I also measured it as a personality trait. I used nine items from the Big Five Inventory (BFI) conscientious scale (Goldberg, 1993). The items utilized a 5-point Likert-type scale with responses ranging on a scale from strongly disagree (1) to strongly agree (5). Examples of the nine items included "I see myself as someone who does things efficiently" and "I see myself as someone who does a thorough job". I reverse coded the negatively worded items and I averaged scores to create one overall score for the subscale. Higher scores indicated higher levels of conscientious personality. The internal consistency reliability for these nine items in past research has been α = .78 (John & Srivastava, 1999). The internal consistency reliability coefficient in this study was α = .63.

Work-Life Balance. I measured work-life balance by combing two separate instruments. The assessment included five items from the Work-Life Balance Instrument (Waumsley, Houston, & Marks, 2010) and five items from the Work-Life Balance Scale (Keeton, Fenner, Johnson, & Hayward, 2007). This was done to ensure that I would be able to better capture whether participants had work-life balance as most measures only assess the perception of work-life balance and not whether someone has work-life balance. The five items from the Work-Life Balance Instrument (Waumsley, Houston, & Marks, 2010) utilized a 7-point Likert-type response scale that measured if participants

perceive work-life balance. I chose these items because they could be used to assess the work and non-work experiences of all employees and not just people that are married or have children. Each item resulted in responses ranging on a scale from strongly disagree (1) to strongly agree (7). Examples of the five items in the Work-Life Balance Instrument included: "The demands of my work interfere with my life away from work" and "The amount of time my job takes up makes it difficult to fulfill other interests". The internal consistency reliability previously reported for these five items is $\alpha = .88$ (Netemeyer, Boles, & McMurrian, 1996). The internal consistency reliability coefficient in this study was $\alpha = .94$.

The five items from the Work-Life Balance Survey (Keeton, Fenner, Johnson, & Hayward, 2007) utilize a 7-point Likert-type response scale that measures if participants perceive work-life balance. Each item results in responses ranging on a scale from strongly disagree (1) to strongly agree (7). Examples of the five items in the Work-Life Balance Survey include: "I miss social obligations because of my work" and "I feel torn between the demands of work and my personal life". The researchers noted significant factor loadings for the Work-Life Balance Survey items indicating that the survey had sufficient convergent validity. I averaged scores from the combined ten items to create one overall work-life balance score. Lower scores indicated higher levels of work-life balance. The internal consistency reliability coefficient in this study was $\alpha = .86$.

A second assessment I used for exploratory post-hoc analysis was the Work-Life Balance Enrichment Instrument (Grzywacz & Marks, 2000). I chose this instrument because it assesses the extent to which employees' engagement in their work role enriches their personal life and vice versa. The instrument consists of the positive

spillover from work to family subscale and the positive spillover from family to work subscale. The positive spillover from work to family subscale consists of a total of four items which utilize a 5-point Likert response scale. Each item results in responses ranging on a scale from never (1) to all of the time (5). Examples of the items in the subscale include: "The skills you use on your job are useful for things you have to do at home" and "The things you do at work help you deal with personal and practical issues at home". I averaged the scores to create one score. Higher scores indicated higher levels of positive spillover from work to family. The internal consistency reliability for the positive spillover from work to family subscale ranges from $\alpha = .72$ (Grzywacz & Marks, 2000) to $\alpha = .73$ (Horwitz, Luong, & Charles, 2008). The internal consistency reliability coefficient in this study was $\alpha = .68$.

The positive spillover from family to work subscale consists of a total of four items which utilizes a 5-point Likert response scale. Each item results in responses ranging on a scale from never (1) to all of the time (5). Examples of the items in the subscale include: "Talking with someone at home helps you deal with problems at work" and "Providing for what is needed at home makes you work harder at your job". I averaged the scores to create one overall score for the subscale. Higher scores indicated higher levels of positive spillover from family to work. The internal consistency reliability for the positive spillover from family to work subscale ranges from $\alpha = .70$ (Grzywacz & Marks, 2000) to $\alpha = .72$ (Horwitz, Luong, & Charles, 2008). The internal consistency reliability coefficient in this study was $\alpha = .66$.

Valuing Leisure. I assessed valuing leisure using the leisure subscale from the Multidimensional Measure of Work Ethic (Miller & Woehr, 2001). This 8-item subscale

utilizes a 5-point Likert-type response scale. Each item resulted in responses ranging on a scale from strongly disagree (1) to strongly agree (5). Examples of items in this measure included "People should have more leisure time to spend in relaxation" and "The job that provides the most leisure time is the job for me". I averaged all eight items to create one score. Higher scores indicated a higher level of valuing leisure. The internal consistency reliability for the leisure subscale is $\alpha = .85$ and the test-retest reliability for the leisure subscale is $\alpha = .93$ (Miller & Woehr, 2001). The internal consistency reliability coefficient in this study was $\alpha = .90$.

Demographic Information. Participants indicated their sex, ethnicity, year they were born, current employment status, average number of hours they work each week, and the industry they work in during part one of the survey (see Appendix A).

I classified generation in two ways. Participants identified with a categorical generation (Veterans, Baby Boomers, Generation X, Millennials, None of the above) without further instructions of the nature of the categories. Secondly, using the Catalyst (2012) article, I classified Baby Boomers (born 1943 – 1960), Generation X (born 1961-1980), and Millennials (born 1981-2000).

Procedure

I recruited participants by emailing individuals within my personal network and I asked them forward the invitation to other friends, family members, and professional contacts. To ensure that all generations of employees were adequately recruited, I targeted one US defense company to help capture more employees from the Gen X and Baby Boomer generation. Effort was made to ensure an equal number of employees from each generation so that the results could be generalized back to the greater population.

I conducted the study in two parts with the second survey separated by at least two weeks to control for common method variance (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). For the first survey, I sent an email to potential participants that included a short description of the study and a link to the survey items (see Appendix B). Once participants clicked on the link to the questionnaire they were redirected to the survey website www.surveygizmo.com. I collected all data online via this website. The introduction page to the survey outlined the purpose of the study and prompted individuals for their consent to participate (see Appendix C). After consenting, they were presented with the subsequent survey instructions, the altruistic and conscientiousness behaviors items, work-life balance, leisure, conscientiousness personality, work-life balance enrichment, and demographic questions. At the end of the first survey, participants were informed that they would be sent an email in two weeks to complete the second part of the study which would only consist of the altruistic and conscientiousness behavior items. Participants provided their email address to be used to send the invitation and survey link to part two of the study (see Appendix D).

Two weeks later participants were presented with a second consent form (see Appendix E). After consenting, they were presented with the subsequent survey instructions and survey items which consisted of the altruistic and conscientious behavior items. Upon completion participants again provided their email address and were thanked for their participation.

I used self-report measures in this research. I completed exploratory post hoc analysis to examine the shared variance due to common methods. The analysis indicated that there were no significant differences between the time 1 altruistic and conscientious

behavior scores and time 2 altruistic and conscientious scores. Therefore, I used the time

1 scores as this provided a greater sample size ($N= 187$).

CHAPTER III
Results

Data Preparation Prior to Analysis

I visually inspected the data for distributional and predictive outliers. Since

outliers can skew data and influence the results of a study, it is important to effectively

deal with these if they are present (Cohen et al., 2003). From examining scatterplots, it

appeared that distributional outliers maybe present in the data. In order to pinpoint the

outliers, I examined regression diagnostics (i.e., leverage, influence, and discrepancy

values). Specifically, I computed centered leverage values to estimate how extreme cases

were from the mean. I calculated standardized DFBETAS to estimate the influence that

cases had on the regression model, and I used residuals to estimate discrepancy or the

difference between participants' observed and predicted scores. Two cases appeared to

have a particularly strong influence on the regression line because they appeared to use

reverse scaling meaning in certain instances participants were responding as "strongly

disagree" as opposed to "strongly agree" for certain items and as a result, I removed them

from the dataset. Consequently, I used data from 187 participants in all subsequent data

analyses.

In order to check whether the data had a normal distribution, I visually inspected

the histogram, skewness, and kurtosis for each measure prior to conducting data analyses.

I did not discover violations of normal distribution. I centered the independent variables

to facilitate the testing of interaction effects, increasing the interpretability of first order

regression coefficients and eliminating nonessential multicollinearity (Cohen et al.,

2003).

For the first analysis, I used the generation identified by the participants. The sample size was (*N*=140) as 6 participants identified themselves as being of the "Veteran" generation and 41 identified themselves as the "Other" category. This may have been a result of them not knowing which generation they belonged to or not identifying themselves with any particular generation. During the second analysis, I coded the generations Baby Boomers (1946-1965), Gen X (1966-1980) and Millennials (1981-2000) based on criteria identified by Catalyst (2012). Table 2 shows how participants coded and identified themselves and how I identified them based on their age. The sample size for the second analysis was (*N*=187). The reliability of the measures was taken from the second sample size and time 1 data.

Table 2

Self-Report vs. Generation Identified by Researcher

	Researcher Identified Millennial (1981-2000)	Researcher Identified Gen X (1966-1980)	Researcher Identified Baby Boomer (1946-1965)	Total
Self-Report Millennial	52	2	0	54
Self-Report Gen X	11	44	1	56
Self-Report Baby Boomers	0	0	30	30
Self-Report Veteran	1	1	4	6
Self-Report N/A	21	14	6	41
Total	85	61	41	187

Table 3 summarizes the means, standard deviations, and zero-order Pearson correlations among all of the variables in this study when only 140 data cases were examined. While the correlations were not very large, it is important to check data for multicollinearity when the same method is used to collect all data (Cohen et al., 2003). To investigate this issue, I calculated and inspected the variance inflation factor (VIF) and tolerance values in SPSS. The VIF indicates whether an independent variable is linearly related to another independent variable whereas tolerance, the reciprocal of VIF (i.e., 1/VIF), indicates the amount of variability in an independent variable not explained by other independent variables. There may be issues of multicollinearity if VIF values are higher than 10 and/or tolerance values are lower than .10. Multicollinearity was not an issue in this study as no VIF values exceeded 1.35 and no tolerance values were below .74. Table 4 provides the means and standard deviations listed by generation.

Table 3

Means, Standard Deviations, Inter-Correlations, and Coefficient Alphas

Variables	*M*	SD	1	2	3	4	5	6	7	8
Control										
1. Conscientious Personality	4.16	.47	**.75**	.13	-.16	-.05	.23**	.44**	.17*	.32*
Predictor										
2. Generation				-	-.11	.10	-.08	-.38**	-.05	-.33**
3. Having Work-Life Balance	4.49	1.46			**.94**	.25**	-.01	.11	.07	.13
4. Valuing Leisure	3.45	.80				**.90**	.10	-.11	.10	-.22*
Dependent										
5. Altruistic Behavior (Time 1)	6.19	.62					**.80**	.34**	.65*	.24*
6. Conscientious Behavior (Time 1)	6.19	.66						**.66**	.37*	.79*
7. Altruistic Behavior (Time 2)	6.17	.63							**.83**	.46*
8. Conscientious Behavior (Time 2)	6.19	.70								**.78**

Note: Coefficient alphas are presented in bold. Self-report generation was dummy coded 1 = Millennials, 0 =

Generation X and Baby Boomers

N = 140. **$p < .01$ * $p < .05$

Table 4

Means and Standard Deviations Listed by Generation

Generation	Conscientiousness Personality		Having Work-Life Balance		Valuing Leisure		Conscientiousness Behavior		Altruistic Behavior	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Millennials (n=54)	4.13	.44	4.30	1.32	3.55	.71	5.87	.66	6.10	.69
Generation X (n=56)	4.11	.44	4.65	1.54	3.51	.86	6.28	.57	6.16	.63
Baby Boomers (n= 30)	4.32	.53	4.55	1.53	3.16	.79	6.61	.49	6.59	.56

Testing the Hypotheses-Generational Self Identification

Hypothesis 1: **There will be a generational difference in valuing leisure such that Millennials will report valuing leisure more than Baby Boomers or Gen Xers.** To test these hypotheses, I conducted a one-way ANOVA comparing the means of the Baby Boomers, Gen Xers and Millennials. I further did a post hoc analysis to look at pairwise comparisons using the Tukey pairwise test procedure because while the group sizes were unequal, the population variances were equal $F(2, 137) = .66$, $p = .52$ and it is recommended that this procedure be used in this type of situation (Stevens, 1999). The Tukey procedure has also been shown to have better power and control over the Type 1 and II error rates with unequal sample sizes (Field, 2013). I examined the confidence interval around the mean difference such that a confidence interval that did not contain a zero meant that there was support for an actual mean difference. The results of the pairwise comparisons can be seen in Table 5. The confidence interval around the estimated mean population difference contained a zero and thus there were no significant differences between the mean leisure score of Millennials and Gen Xers and the mean leisure score of Millennials and Baby Boomers. Overall, these results did not provide support for Hypothesis 1.

Table 5

Pairwise Comparisons for Valuing Leisure

| Generation | *M* | *SD* | Millennials | | | |
			Mean Difference	*t*	95% Confidence Intervals	df
Millennials	3.55	.71				
Gen Xers	3.51	.86	.04	.13	-.32 to .40	108
Baby Boomers	3.16	.79	.39	1.11	-.04 to .82	82

Hypothesis 2: There will be a generational difference in having work-life balance such that Millennials will report having less work-life balance than Baby Boomers or Gen Xers. I compared the mean work-life balance score of Millennials to Baby Boomers and Gen Xers. The results of the pairwise comparisons can be seen in Table 6. There were no significant differences between the mean work-life balance score of Millennials and Gen Xers and the mean work-life balance score of Millennials and Baby Boomers. Overall, these results did not provide support for Hypothesis 2.

Table 6

Pairwise Comparisons for Having Work-Life Balance

| Generation | *M* | *SD* | Millennials | | | |
			Mean Difference	*t*	95 % Confidence Intervals	df
Millennials	4.30	1.32				
Gen Xers	4.65	1.54	-.35	-0.64	-1.01 to .31	108
Baby Boomers	4.55	1.53	-.25	-0.39	-.1.04 to .54	82

Hypothesis 3: Generations will differ on their level of altruistic behaviors such that Baby Boomers will report higher levels of altruistic behaviors than Gen Xers or Millennials. I examined the mean altruistic behavior score of Baby Boomers, Millennials and Gen Xers. The results of the pairwise comparisons can be seen in Table 7. I did not find significant differences between the scores of Baby Boomers and Millennials and the scores of Baby Boomers and Gen Xers. Overall, these results did not provide support for Hypothesis 3.

Table 7

Pairwise Comparisons for Altruistic Behaviors

| Generation | *M* | *SD* | Millennials | | | |
			Mean Difference	*t*	95 % Confidence Intervals	df
Millennials	6.10	.69				
Gen Xers	6.16	.63	-.04	-0.16	-.32 to .24	108
Baby Boomers	6.59	.56	-.23	-0.85	-.57 to .10	82

Hypothesis 4: Generations will differ on their level of conscientious behaviors such that Baby Boomers will report higher levels of conscientious behaviors than Gen Xers or Millennials. I examined the mean conscientious behavior score of Millennials, Baby Boomers and Gen Xers. The results of the pairwise comparisons can be seen in Table 8. There was a statistically significant difference between the score of Baby Boomers and Millennials and the score between Gen Xers and Baby Boomers.

Baby Boomers and Gen Xers reported more engagement in conscientious behaviors

compared to Millennials. Overall, these results provide support for Hypothesis 4.

Table 8

Pairwise Comparisons for Conscientious Behaviors

| Generation | Millennials | | | | | |
	M	*SD*	Mean Difference	*t*	95 % Confidence Intervals	df
Millennials	5.87	.66				
Gen Xers	6.28	.57	-.41	-1.75	-.68 to -.14*	108
Baby Boomers	6.61	.49	-.72	-2.52	-1.04 to -.39*	82

Note: An asterisk indicates that the 95 % confidence interval does not contain zero, and therefore the difference in means is significant at the .05 significance using the Tukey procedure.

Hypothesis 5: There will be a negative relationship between valuing leisure and engagement in altruistic behaviors. I hypothesized employees who valued leisure would be less likely to engage in altruistic behaviors. I examined the bivariate correlation between leisure and altruistic behaviors to test the hypothesis. As seen in Table 3, I did not find a significant relationship between leisure and altruistic behaviors ($r = .10$, $p > .05$). Therefore, the results did not support hypothesis 5.

Hypothesis 6: There will be a negative relationship between valuing leisure and engagement in conscientious behaviors. I predicted employees who valued leisure would be less likely to engage in conscientious behaviors. I conducted a bivariate correlation between leisure and conscientious behaviors to test the hypothesis. I did not

find a negative relationship between valuing leisure and engaging in conscientious behaviors (see Table 3; $r = -.11$, $p > .05$). The results did not support hypothesis 6.

Hypothesis 7: There will be a positive relationship between having work-life balance and engagement in altruistic behaviors. I hypothesized employees who had work-life balance would engage in greater altruistic behaviors. I conducted a bivariate correlation between work-life balance and altruistic behavior to test the hypothesis. The relationship between work-life balance and altruistic behavior was not significant (see Table 3; $r = -.01$, $p > .05$). Therefore, the results did not support hypothesis 7.

Hypothesis 8: There will be a positive relationship between having work-life balance and engagement in conscientious behaviors. I predicted employees who have work-life balance, would engage in greater conscientious behaviors. I examined the bivariate correlation between work-life balance and conscientious behaviors to test the hypothesis. As seen in Table 3, the relationship between work-life balance and conscientious behaviors was not significant ($r = .11$, $p > .05$). The results did not support hypothesis 8.

Hypothesis 9: There will be a positive interaction between valuing leisure and having work-life balance such that employees who report higher levels of each will report higher levels of engagement in altruistic behaviors. On the other hand employees who value leisure and have lower work-life balance will be less likely to engage in altruistic behaviors. I used hierarchical regression analysis to test the hypotheses. I centered the predictor variables prior to analysis to mitigate collinearity effects (Cohen et al., 2003). I put the predictors into the equation in the following steps: (a) conscientiousness personality as a control variable, (b) valuing leisure and having

work-life balance (c) the interaction of valuing leisure with having work-life balance. As

seen in Table 9, the interaction was not significant (B = .05, p > .05). Therefore,

hypothesis 9 was not supported.

Table 9

Regression Analysis Predicting Altruistic Behaviors with Valuing Leisure and Having

Work-Life Balance

Model and Variable	B	$SE\ B$	β	R^2	ΔR^2
Model 1				.05	.05
Conscientiousness Personality	.31	.12	.23*		
Model 2				.07	.01
Conscientiousness Personality	.32	.11	.23*		
Valuing Leisure	.08	.07	.10		
Having Work-Life Balance	.00	.04	.00		
Model 3				.07	.01
Conscientiousness Personality	.30	.11	.22		
Valuing Leisure	-.11	.19	-.14		
Having Work-Life Balance	-.16	.15	-.38		
Valuing Leisure x Having Work-Life Balance	.05	.04	.51		

Note: * p < .05

Hypothesis 10: There will be a positive interaction between valuing leisure

and having work-life balance such that employees who report higher levels of each

will report higher levels of engagement in conscientious behaviors. On the other

hand employees who value leisure and have lower work-life balance will be less

likely to engage in conscientious behaviors. I entered the following predictors: (a)

conscientiousness personality as a control variable, (b) valuing leisure and having work-

life balance, (c) the interaction of valuing leisure with having work-life balance. As seen

in Table 10, I found a main effect for valuing leisure. The regression analyses indicated that valuing leisure was negatively related to conscientious behaviors (B = -.53, p < .05). This indicates that as the value of leisure increases, engagement in conscientious behaviors decreases. Having work-life balance was also negatively related to conscientious behaviors (B = -.25, p < .05). Employees who have work-life balance are less likely to engage in conscientious behaviors. Lastly, the interaction was significant (B = .10, p < .05). Employees who value leisure and have work-life balance are more likely to engage in conscientious behaviors. Thus, hypothesis 10 was supported.

Table 10

Regression Analysis Predicting Conscientious Behaviors with Valuing Leisure and Having Work-Life Balance

Model and Variable	B	$SE\ B$	β	R^2	ΔR^2
Model 1				.19	.19
Conscientiousness Personality	.62	.11	.43*		
Model 2				.24	.05
Conscientiousness Personality	.66	.11	.47*		
Valuing Leisure	-.12	.06	-.14*		
Having Work-Life Balance	.10	.04	.22*		
Model 3				.28	.03
Conscientiousness Personality	.63	.11	.44*		
Valuing Leisure	-.53	.18	-.64*		
Having Work-Life Balance	-.25	.14	-.54*		
Valuing Leisure x Having Work-Life Balance	.10	.04	1.02*		

Note: * p < .05

Hypothesis 11: The interaction between valuing leisure and having work-life balance will be further moderated by generation such that the positive relationship between valuing leisure and having work-life balance on altruistic behaviors will be strongest for Millennials. I entered the predictors into the equation in the following steps: (a) conscientiousness personality as a control variable, (b) valuing leisure and having work-life balance (c) the interaction of valuing leisure with having work-life balance (d) Millennial vector (1= Millennials, 0 = Others) (e) the interaction of valuing leisure and the Millennial vector; and the interaction of having work-life balance and the Millennial vector (f) the interaction of the Millennial vector, valuing leisure, and having work-life balance. As seen in Table 11, the interaction was not significant ($B = -.06$, $p > .05$). Hypothesis 11 was not supported.

Table 11

Regression Analysis Predicting Altruistic Behaviors with Generation Moderating the Valuing Leisure and Having Work-Life Balance Interaction

Model and Variable	B	SE B	β	R²	ΔR²
Model 1				.05	.05
Conscientiousness Personality	.31	.11	.23*		
Model 2				.07	.01
Conscientiousness Personality	.32	.11	.24*		
Valuing Leisure	.08	.07	.11		
Having Work-Life Balance	.00	.04	.00		
Model 3				.07	.01
Conscientiousness Personality	.30	.11	.22*		
Valuing Leisure	-.11	.19	-.14		
Having Work-Life Balance	-.16	.15	-.38		
Valuing Leisure x Having Work-Life Balance	.05	.04	.51		
Model 4				.08	.01
Conscientiousness Personality	.29	.11	.21*		
Valuing Leisure	-.10	.20	-.13		
Having Work-Life Balance	-.14	.15	-.33		
Valuing Leisure x Having Work- Life Balance	.04	.04	.45		
Millennials	-.10	.11	-.07		
Model 5				.09	.01
Conscientiousness Personality	.29	.11	.21*		
Valuing Leisure	-.10	.20	-.13		
Having Work-Life Balance	-.14	.15	-.33		
Valuing Leisure x Having Work-Life Balance	.04	.04	.40		
Millennials	-.79	.58	-.62		
Having Work-Life Balance X Millennials	.04	.08	.15		
Valuing Leisure X Millennials	.15	.15	.42		
Model 6				.09	.02
Conscientiousness Personality	.28	.12	.22*		
Valuing Leisure	-.15	.22	-.19		
Having Work-Life Balance	-.17	.17	-.42		
Valuing Leisure x Having Work-Life Balance	.05	.05	.52		
Millennials	-1.61	1.68	-1.26		
Having Work-Life Balance X Millennials	.24	.39	.87		
Valuing Leisure x Millennials	.39	.49	1.12		
Valuing Leisure x Having Work-Life Balance x Millennials	-.06	.11	-.77		

Note: * $p < .05$

Hypothesis 12: The interaction between valuing leisure and having work-life balance will be further moderated by generation such that the positive relationship between valuing leisure and having work-life balance on conscientious behaviors will be strongest for Millennials. I entered the predictors into the equation in the following steps: (a) conscientiousness personality as a control variable, (b) valuing leisure and having work-life balance (c) the interaction of valuing leisure with having work-life balance (d) Millennial vector (1= Millennials, 0 = Others) (e) the interaction of valuing leisure and the Millennial vector; and the interaction of having work-life balance and the Millennial vector (f) the interaction of the Millennial vector, valuing leisure, and having work-life balance. When controlling for conscientiousness personality, none of the other variables were significant in predicting conscientious behaviors. As seen in Table 12, the interaction was not significant ($B = -.05, p > .05$) and hypothesis 12 was not supported.

Table 12

Regression Analysis Predicting Conscientious Behaviors with Generation Moderating the Valuing Leisure and Having Work-Life Balance Interaction

Model and Variable	B	SE B	β	R²	ΔR²
Model 1				.19	.19
Conscientiousness Personality	.62	.11	.44*		
Model 2				.24	.05
Conscientiousness Personality	.66	.11	.47*		
Valuing Leisure	-.12	.06	-.14		
Having Work-Life Balance	.10	.04	.22*		
Model 3				.28	.03
Conscientiousness Personality	.63	.11	.44*		
Valuing Leisure	-.53	.18	-.64*		
Having Work-Life Balance	-.25	.14	-.54		
Valuing Leisure x Having Work-Life Balance	.10	.04	1.02*		
Model 4				.37	.09
Conscientiousness Personality	.60	.10	.43*		
Valuing Leisure	-.39	.17	-.46*		
Having Work-Life Balance	-.18	.13	-.40		
Valuing Leisure x Having Work-Life Balance	.08	.04	.77		
Millennials	-.42	.10	-.31*		
Model 5				.37	.00
Conscientiousness Personality	.60	.10	.42*		
Valuing Leisure	-.37	.17	-.45		
Having Work-Life Balance	-.19	.14	-.42		
Valuing Leisure x Having Work- Life Balance	.08	.04	.75		
Millennials	-.48	.51	-.35		
Having Work-Life Balance X Millennials	.04	.07	.15		
Valuing Leisure X Millennials	-.04	.13	-.11		
Model 6				.37	.00
Conscientiousness Personality	.59	.10	.42*		
Valuing Leisure	-.33	.19	-.39		
Having Work-Life Balance	-.16	.15	-.35		
Valuing Leisure x Having Work-Life Balance	.06	.04	.65		
Millennials	.30	1.49	.22		
Having Work-Life Balance X Millennials	-.14	.34	-.49		
Valuing Leisure x Millennials	-.27	.43	.72		
Valuing Leisure x Having Work-Life Balance x Millennials	-.05	.10	.68		

Note: * $p < .05$

Testing the Hypotheses-Generation Identified by Researcher

I reanalyzed the hypotheses to see if there would be similarity between self-report and the generation identification by the researcher. Using the generation criteria set forth by Catalyst (2012), I coded the generations according to the year participants were born Baby Boomers (1946-1965), Gen X (1966-1980) and Millennials (1981-2000). For the second set of analysis, 187 data cases were examined. Table 13 summarizes the means, standard deviations, and zero-order Pearson correlations among all of the variables in this study. Table 14 provides the means and standard deviations listed by generation.

Table 13

Means, Standard Deviations, Inter-Correlations, and Coefficient Alphas

Variables	*M*	SD	1	2	3	4	5	6
Control								
1. Conscientious Personality	4.18	.48	**.63**	.12	-.16*	-.04	.29**	.48**
Predictor								
2. Generation				-	-.10	.10	-.05	-.33**
3. Having Work-Life Balance	4.53	1.51			**.95**	.31**	-.03	.05
4. Valuing Leisure	3.42	.80				**.90**	.10	-.09
Dependent								
5. Altruistic Behavior	6.18	.62					**.78**	.38**
6. Conscientiousness Behavior	6.22	.68						**.69**

Note: Coefficient alphas are presented in bold. Generation was dummy coded 1 = Millennials, 0 = Others

N = 187. **p < .01 * p < .05

Table 14

Means and Standard Deviations Listed by Generation

Generation	Conscientiousness Personality		Work-Life Balance		Leisure		Conscientiousness Behavior		Altruistic Behavior	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Millennials (n=85)	4.16	.44	4.43	1.55	3.50	.81	6.05	.68	6.12	.64
Generation X (n=60)	4.11	.50	4.61	1.50	3.45	.79	6.18	.70	6.14	.64
Baby Boomers (n= 42)	4.34	.52	4.60	1.46	3.23	.79	6.62	.50	6.35	.52

Hypothesis 1: **There will be a generational difference in valuing leisure such that Millennials will report valuing leisure more than Baby Boomers or Gen Xers.** To test these hypotheses, I conducted a one-way ANOVA comparing the means of the Baby Boomers, Gen Xers and Millennials. I further did a post hoc analysis to look at pairwise comparisons using the Tukey pairwise test procedure because while the group sizes were unequal, the population variances were equal $F(2, 137) = .66$, $p = .52$ and it is recommended that this procedure be used in this type of situation (Stevens, 1999). The Tukey procedure has also been shown to have better power and control over the Type 1 and II error rates with unequal sample sizes (Field, 2013). Specifically, I compared the mean leisure score of Millennials to Baby Boomers and Gen Xers. The results of the pairwise comparisons can be seen in Table 15. I did not find a significant difference between the mean leisure score of Millennials and Gen Xers and the mean leisure score of Millennials and Baby Boomers. Overall, the results did not provide support for Hypothesis 1.

Table 15

Pairwise Comparisons for Valuing Leisure

| Generation | *M* | *SD* | Millennials | | | |
			Mean Difference	*t*	95% Confidence Intervals	df
Millennials	3.50	.81				
Gen Xers	3.45	.79	.05	.20	-.27 to .37	143
Baby Boomers	3.23	.79	.27	0.91	-.08 to .63	125

Hypothesis 2: There will be a generational difference in having work-life balance such that Millennials will report having less work-life balance than Baby Boomers or Gen Xers. I looked at the mean work-life balance score of Millennials, Baby Boomers and Gen Xers. The results of the pairwise comparisons can be seen in Table 16. The mean work-life balance score of Millennials and Gen Xers and the mean work-life balance score of Millennials and Baby Boomers were not statistically different. The results did not provide support for Hypothesis 2.

Table 16

Pairwise Comparisons for Having Work-Life Balance

| Generation | M | SD | Millennials | | | |
			Mean Difference	t	95 % Confidence Intervals	df
Millennials	4.43	1.55				
Gen Xers	4.61	1.50	-.18	-0.36	-.78 to .42	143
Baby Boomers	4.60	1.46	-.17	-0.30	-.84 to .51	125

Hypothesis 3: Generations will differ on their level of altruistic behaviors such that Baby Boomers will report higher levels of engagement in altruistic behaviors than Gen Xers or Millennials. I compared the mean altruistic behavior score of Baby Boomers, Millennials and Gen Xers. The results of the pairwise comparisons can be seen in Table 17. I did not find a significant difference between the mean altruistic behavior score of Baby Boomers and Millennials and the mean altruistic behavior score

of Baby Boomers and Gen Xers. Overall, these results did not provide support for

Hypothesis 3.

Table 17

Pairwise Comparisons for Altruistic Behaviors

| Generation | *M* | *SD* | Millennials | | | |
			Mean Difference	*t*	95 % Confidence Intervals	df
Millennials	6.12	.64				
Gen Xers	6.14	.64	-.02	-0.11	-.27 to .22	143
Baby Boomers	6.35	.52	-.23	-1.00	-.50 to .05	125

Hypothesis 4: Generations will differ on their level of conscientious behaviors such that Baby Boomers will report higher levels of engagement in conscientious behaviors than Gen Xers or Millennials. I examined the conscientious behavior score of Millennials, Baby Boomers and Gen Xers. The results of the pairwise comparisons can be seen in Table 18a. I found a statistically significant difference between the mean conscientious behaviors score of Baby Boomers and Millennials but I did not find a significant difference between the mean conscientious behavior score of Baby Boomers and Gen Xers. This indicates that Baby Boomers engage in more conscientious behaviors compared to Millennials. Overall, the results provided partial support for Hypothesis 4. As a comparison I also looked at the pairwise comparisons for conscientiousness personality (see Table 18b). However, I did not find any significant differences.

Table 18 a

Pairwise Comparisons for Conscientious Behaviors

| Generation | *M* | *SD* | Millennials | | | |
			Mean Difference	*t*	95 % Confidence Intervals	df
Millennials	6.05	.68				
Gen Xers	6.18	.70	-.13	-0.57	-.39 to .13	143
Baby Boomers	6.62	.50	-.57	-2.42	-.86 to -.28*	125

Note: An asterisk indicates that the 95 % confidence interval does not contain zero, and therefore the difference in means is significant at the .05 significance using the Tukey procedure.

Table 18 b

Pairwise Comparisons for Conscientious Personality

| Generation | *M* | *SD* | Millennials | | | |
			Mean Difference	*t*	95 % Confidence Intervals	df
Millennials	4.16	.44				
Gen Xers	4.11	.50	.04	0.29	-.15 to .23	143
Baby Boomers	4.34	.52	-.18	-1.02	-.39 to .03	125

Hypothesis 5: There will be a negative relationship between valuing leisure and engagement in altruistic behaviors. I hypothesized employees who valued leisure would be less likely to engage in altruistic behaviors. I conducted a bivariate correlation between leisure and altruistic behaviors to test the hypothesis. As seen in Table 13, I did

not find a significant relationship between leisure and altruistic behaviors ($r = .10$, $p >$ .05). Therefore, the results did not support hypothesis 5.

Hypothesis 6: There will be a negative relationship between valuing leisure and engagement in conscientious behaviors. I predicted employees who valued leisure would be less likely to engage in conscientious behaviors. I conducted a bivariate correlation between leisure and conscientious behaviors to test the hypothesis. I did not find a significant relationship between valuing leisure and engagement in conscientious behaviors (see Table 13; $r = -.09$, $p > .05$). The results did not support hypothesis 6.

Hypothesis 7: There will be a positive relationship between having work-life balance and engagement in altruistic behaviors. I hypothesized that employees who had greater work-life balance would engage in more altruistic behaviors. I tested this hypothesis with a bivariate correlation. As seen in Table 11, I did not find a significant relationship between work-life balance and altruistic behaviors (see Table 13; $r = -.03$, $p > .05$). Hypothesis 7 was not supported.

Hypothesis 8: There will be a positive relationship between having work-life balance and engagement in conscientious behaviors. I predicted employees who have work-life balance would be more likely to engage in conscientious behaviors. I conducted a bivariate correlation to test the hypothesis. I did not find a significant relationship between work-life balance and conscientious behaviors (see Table 13; $r = .05$, $p > .05$). Therefore, the results did not support hypothesis 8.

Hypothesis 9: There will be a positive interaction between valuing leisure and having work-life balance such that employees who report higher levels of each will report higher levels of altruistic behaviors. On the other hand employees who value leisure and have lower work-life balance will be less likely to engage in altruistic behaviors. I tested the following hypotheses using hierarchical regression analysis and centered the variables prior to analysis to mitigate any collinearity effects (Cohen et al., 2003). I entered the predictors into the equations in the following steps: (a) conscientiousness personality as a control variable, (b) valuing leisure and having work-life balance (c) the interaction of valuing leisure with having work-life balance. As seen in Table 19, the interaction was not significant (B= .01, $p > .05$). Hypothesis 9 was not supported.

Table 19

Regression Analysis Predicting Altruistic Behaviors with Valuing Leisure and Having Work-Life Balance

Model and Variable	B	$SE\ B$	β	R^2	ΔR^2
Model 1				.09	.09
Conscientiousness Personality	.37	.10	.29*		
Model 2				.10	.01
Conscientiousness Personality	.37	.10	.29*		
Valuing Leisure	.09	.06	.12		
Having Work-Life Balance	-.01	.03	-.02		
Model 3				.10	.00
Conscientiousness Personality	.37	.09	.29*		
Valuing Leisure	.04	.16	.05		
Having Work-Life Balance	-.06	.12	-.14		
Valuing Leisure x Having Work-Life Balance	.01	.04	.16		

Note: * $p < .05$

Hypothesis 10: There will be a positive interaction between valuing leisure and having work-life balance such that employees who report higher levels of each will report higher levels of conscientious behaviors. On the other hand employees who value leisure and have lower work-life balance will be less likely to engage in conscientious behaviors. I input the following predictors: (a) conscientiousness personality as a control variable, (b) valuing leisure and having work-life balance (c) the interaction of valuing leisure with having work-life balance. As seen in Table 20, the interaction was not significant ($B = .06$, $p > .05$) and hypothesis 10 was not supported.

Table 20

Regression Analysis Predicting Conscientious Behaviors with Valuing Leisure and Having Work-Life Balance

Model and Variable	B	SE B	β	R²	ΔR²
Model 1				.23	.23
Conscientiousness Personality	.68	.09	.48*		
Model 2				.26	.03
Conscientiousness Personality	.71	.09	.51*		
Valuing Leisure	-.10	.06	-.12		
Having Work-Life Balance	.08	.03	.17*		
Model 3				.27	.01
Conscientiousness Personality	.70	.10	.49*		
Valuing Leisure	-.33	.15	-.39		
Having Work-Life Balance	-.11	.12	-.24		
Valuing Leisure x Having Work-Life Balance	.06	.03	.56		

Note: * $p < .05$

Hypothesis 11: The interaction between valuing leisure and having work-life balance will be further moderated by generation such that the positive relationship between valuing leisure and having work-life balance on altruistic behaviors will be strongest for Millennials. I entered the following predictors: (a) conscientiousness personality as a control variable, (b) valuing leisure and having work-life balance (c) the interaction of valuing leisure with having work-life balance (d) Millennial vector (1= Millennials, 0 = Others) (e) the interaction of valuing leisure and the Millennial vector; and the interaction of having work-life balance and the Millennial vector (f) the interaction of the Millennial vector, valuing leisure, and having work-life balance. As seen in Table 21, the interaction was not significant ($B = -.08$, $p < .05$) and consequently hypothesis 11 was not supported.

Table 21

Regression Analysis Predicting Altruistic Behaviors with Generation Moderating the Valuing Leisure and Having Work-Life Balance Interaction

Model and Variable	B	SE B	β	R²	ΔR²
Model 1					
Conscientiousness Personality	.37	.09	.29*	.09	.09
Model 2				.10	.01
Conscientiousness Personality	.37	.09	.29*		
Valuing Leisure	.09	.06	.12		
Work-Life Balance	-.01	.03	-.02		
Model 3				.10	.00
Conscientiousness Personality	.37	.09	.29*		
Valuing Leisure	.04	.16	.05		
Having Work-Life Balance	-.06	.12	-.14		
Valuing Leisure x Having Work-Life Balance	.01	.04	.16		
Model 4				.11	.01
Conscientiousness Personality	.36	.09	.28*		
Valuing Leisure	.04	.16	.05		
Having Work-Life Balance	-.06	.12	-.16		
Valuing Leisure x Having Work-Life Balance	.02	.04	.17		
Millennials	-.11	.09	-.09		
Model 5				.11	.00
Conscientiousness Personality	.36	.09	.28*		
Valuing Leisure	.03	.17	.04		
Having Work-Life Balance	-.06	.12	-.14		
Valuing Leisure x Having Work-Life Balance	.01	.04	.16		
Millennials	-.18	.43	-.14		
Having Work-Life Balance X Millennials	.02	.12	.07		
Valuing Leisure X Millennials	-.00	.06	-.02		
Model 6				.11	.01
Conscientiousness Personality	.36	.09	.28*		
Valuing Leisure	-.13	.21	-.16		
Having Work-Life Balance	-.18	.16	-.44		
Valuing Leisure x Having Work-Life Balance	.05	.05	.59		
Millennials	-1.31	1.05	-1.06		
Having Work-Life Balance X Millennials	.38	.32	1.11		
Valuing Leisure x Millennials	.28	.24	1.09		
Valuing Leisure x Having Work-Life Balance x Millennials	-.08	.07	-1.27		

Note: * *p* < .05

Hypothesis 12: The interaction between valuing leisure and having work-life balance will be further moderated by generation such that the positive relationship between valuing leisure and having work-life balance on conscientious behaviors will be strongest for Millennials. I input the predictors in the following steps: (a) conscientiousness personality as a control variable, (b) valuing leisure and having work-life balance (c) the interaction of valuing leisure with having work-life balance (d) Millennial vector (1= Millennials, 0 = Others) (e) the interaction of valuing leisure and the Millennial vector; and the interaction of having work-life balance and the Millennial vector (f) the interaction of the Millennial vector, valuing leisure, and having work-life balance. When controlling for conscientiousness personality, none of the other variables were significant in predicting conscientious behaviors. As seen in Table 22, the interaction was not significant ($B = -.06$, $p > .05$) and therefore hypothesis 12 was not supported.

Table 22

Regression Analysis Predicting Conscientious Behaviors with Generation Moderating the Valuing Leisure and Having Work-Life Balance Interaction

Model and Variable	B	SE B	β	R²	ΔR²
Model 1				.23	.23
Conscientiousness Personality	.68	.09	.48*		
Model 2				.26	.03
Conscientiousness Personality	.71	.09	.51*		
Valuing Leisure	-.10	.06	-.12		
Having Work-Life Balance	.08	.03	.17		
Model 3				.27	.01
Conscientiousness Personality	.70	.09	.49*		
Valuing Leisure	-.33	.15	-.39		
Having Work-Life Balance	-.11	.12	-.24		
Valuing Leisure x Having Work-Life Balance	.06	.03	.56		
Model 4				.31	.04
Conscientiousness Personality	.67	.09	.48*		
Valuing Leisure	-.32	.15	-.37		
Having Work-Life Balance	-.12	.12	-.27		
Valuing Leisure x Having Work-Life Balance	.06	.03	.58		
Millennials	-.26	.09	-.19		
Model 5				.31	.00
Conscientiousness Personality	.68	.09	.48*		
Valuing Leisure	-.32	.16	-.37		
Having Work-Life Balance	-.13	.12	-.28		
Valuing Leisure x Having Work-Life Balance	.06	.04	.63		
Millennials	.07	.41	.05		
Having Work-Life Balance X Millennials	-.05	.11	-.14		
Valuing Leisure X Millennials	-.03	.06	-.12		
Model 6				.32	.00
Conscientiousness Personality	.68	.09	.48*		
Valuing Leisure	-.42	.21	-.49		
Having Work-Life Balance	-.21	.15	-.46		
Valuing Leisure x Having Work-Life Balance	.09	.05	.90		
Millennials	-.70	1.01	-.51		
Having Work-Life Balance X Millennials	.18	.31	.49		
Valuing Leisure x Millennials	.16	.24	.56		
Valuing Leisure x Having Work-Life Balance x Millennials	-.06	.07	-.77		

Note: * $p < .05$

Exploratory Analysis

I conducted post hoc analysis to determine the relationship between work-life balance enrichment and other variables in the current study. Table 23 summarizes the means, standard deviations, and zero-order Pearson correlations among all of the variables in this study when the sample size was ($N = 187$). Table 24 provides the means and standard deviations for the variables listed by generation.

Table 23

Means, Standard Deviations, Inter-Correlations, and Coefficient Alphas

Variables	*M*	SD	1	2	3	4	5	6	7
Control									
1. Conscientious Personality	4.18	.48	**.63**	.12	.10	.13	-.04	.29**	.48**
Predictor									
2. Generation				-	.04	.02	-.13	.13	.31**
3. Work-Life Balance Enrichment (work to family subscale)	3.43	.52			**.68**	.32**	-.23**	.02	.05
4. Work-Life Balance Enrichment (family to work subscale)						**.65**	-.06	.22*	.23*
5. Valuing Leisure	3.42	.80					**.90**	.10	-.09
Dependent									
6. Altruistic Behavior	6.18	.62						**.78**	.38*
7. Conscientiousness Behavior	6.22	.68							**.69**

Note: Coefficient alphas are presented in bold. Generation was dummy coded 1 = Millennials, 0 = Others

N = 187. **$p < .01$ * $p < .05$

Table 24

Means and Standard Deviations Listed by Generations

Generation	Work-Life Balance Enrichment Self-Generation (work to family)		Work-Life Balance Enrichment Self-Generation (family to work)		Work-Life Balance Enrichment Researcher Identified (work to family)		Work-Life Balance Enrichment Research Identified (family to work)	
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Millennials	3.15	.61	3.76	.67	3.14	.64	3.77	.67
Generation X	2.99	.64	3.74	.65	3.02	.55	3.73	.64
Baby Boomers	3.26	.66	3.78	.65	3.20	.64	3.78	.69

Note: For self-report generation: Millennials (*n* = 54), Generation X (*n* = 56), Baby Boomers (*n* = 30); For researcher identified generation: Millennials (*n* = 85), Generation X (*n* = 60), Baby Boomers (*n* = 42)

CHAPTER IV

Discussion

Using the researcher coded generational differences, the findings from the study suggest that Millennials slightly value leisure more than Baby Boomers and Gen X but have somewhat less work-life balance compared to older generations (see Table 14). Furthermore, the results of the study supported the hypothesis that Millennials engage in less conscientious behaviors compared to Baby Boomers but not Gen X (see Table 18a). Other hypotheses were not supported.

Self-report generation categories did not align with frequently used generational categorizations by the researcher. This was especially true for older Millennials who tended to self-identify as Gen Xers. However, most recent research on generational differences on Millennials uses pre-existing categorizations (Becton et al., 2014; DeFraine et al., 2014; Twenge et al., 2012). To be able to compare my results to existing literature, I will focus this discussion section on the research of my results using the researcher categorized generations.

Understanding the Findings When Generation Is Identified by Researcher

I hypothesized that Millennials would value leisure more than Gen Xers and Baby Boomers. Similar to past research which found Millennials place a greater value on leisure compared to Baby Boomers and Gen Xers (DeFraine et al., 2014; Twenge et al., 2010; Queiri et al., 2014), the mean scores were in the hypothesized direction. Millennials scores were slightly elevated compared to Baby Boomers and Gen Xers. Furthermore, I hypothesized Millennials would report having less work-life balance compared to Baby Boomers and Gen Xers. Myers and Sadaghiani (2010) have shown

that the use of technology among Millennials results in them having less work-life

balance. While not significantly different the mean scores indicated that Millennials

reported having less work-life balance compared to Gen Xers and Baby Boomers.

I further examined generational differences in regards to engagement in altruistic

and conscientious behaviors and hypothesized Millennials would be less likely to engage

in altruistic or conscientious behavior because of the expenditure of time and energy.

Even though longitudinal development research suggests that altruistic behaviors actually

increase over the age span from 19 to 60 years (Rushton et al., 1986), findings from this

study did not support a generational difference in engagement of altruistic behaviors. The

results from the current study are similar to findings by Cennamo and Gardiner (2008)

and Twenge (2010) who found no generational differences in altruistic behaviors.

However, the current study did find that Millennials reported lower levels of engagement

in conscientious behaviors compared to Baby Boomers but not Gen Xers. This is

consistent with longitudinal research which has shown that conscientiousness increases

over one's life (Donnellan & Lucas 2008; McCrae et al., 1999).

I also explored several correlations in the current study. I predicted that there

would be a negative relationship between valuing leisure and engagement in both

altruistic and conscientious behaviors. The results did not support either hypothesis ($r =$

.10, $p > .05$ for altruistic behaviors; $r = -.09$, $p > .05$ for conscientious behaviors). This is

inconsistent with the scarcity or depletion hypothesis suggesting that an individual has a

limited amount of time, energy, and resources (Rothbard, 2001). As mentioned earlier,

engagement in conscientious or altruistic behaviors take time and resources in the

workplace that then cannot be devoted to other valued activities (Bolino, 1999).

Employees who value leisure may perceive conscientious and altruistic behaviors as a cost with little benefit. The results did not support this hypothesis.

In addition, I predicted that there would be a positive relationship between having work-life balance and engagement in both altruistic behaviors and conscientious behaviors. The results from this study did not support these hypotheses ($r = -.03$, $p > .05$ for altruistic behaviors; $r = .05$, $p > .05$ for conscientious behaviors). Employees who reported greater work-life balance were not more likely to engage in altruistic or conscientious behaviors.

Lastly, I examined several interactions. I hypothesized that there would be a positive interaction between valuing leisure and having work-life balance such that employees who reported higher levels of each would report higher levels of altruistic and conscientious behaviors (see Figure 2). On the other hand employees who value leisure and do not have work-life balance would be less likely to engage in altruistic and conscientious behaviors. The results from this study did not support these hypotheses. I also predicted that the interaction between valuing leisure and having work-life balance on altruistic and conscientious behaviors would be strongest for Millennials. The findings from this study did not support these hypotheses.

Previous research has primarily looked at either generation being identified by the participant or generation being coded by the researcher. This study took a dual approach to look at it from both the participant and researcher perspective to see if there were differences. The results show a trend that Millennials value leisure slightly more than preceding generations yet have less work-life balance compared to Baby Boomers and

Gen Xers. Furthermore, Millennials engage in slightly less conscientious behaviors compared to Baby Boomers.

Additional Findings

Even though conscientiousness personality was a control variable, it had the strongest effect on engagement in altruistic and conscientious behaviors. Employees who were more conscientious were more likely to engage in these behaviors. This was the case when participants identified their generation and when the generation was identified by the researcher. Conscientiousness personality accounted for 9 % of the variability in altruistic behavior and 23 % of the variability in conscientiousness behavior. Future research will be needed to determine how conscientiousness personality, valuing leisure and having work-life balance impact the Millennial generation in the workforce.

Applied Implications

Managers will need to hire, retain, and develop Millennials. The current results and trends from this study indicate that Millennials slightly value leisure more than Baby Boomers and Gen Xers yet report having less work-life balance. Furthermore, Millennials report engaging in slightly less conscientious behaviors compared to Baby Boomers.

One implication from the findings is that managers may need to provide Millennials more work-life balance since they may not want to work the typical long hours, instead defining their roles and hours (Stein & Sanburg, 2013). Managers may need to provide flextime so that Millennials are able to define when and where they will work (DeFraine et al., 2014). Since this generation has grown up with technology,

telecommuting might be another option. They may even prefer a combination of working in the office, coffee shops, and at home (Ferri-Reed, 2014).

Millennials in this study were found to engage in slightly less conscientious behaviors and consequently managers may need to provide them more guidance and structure while simultaneously giving them work-life balance. Managers will need to communicate with this generation that they are expected to show up on time and do work despite given flexibility with their work. Clear expectations may need to be set between a manager and employee. One way managers can do this is by laying out clear performance expectations and conditional career path requirements specifying the skills and competencies required for their job and communicating to Millennials how their role fits into the larger organization (Ferri-Reed, 2012; Luscombe, Lewis, & Biggs, 2013). Delegating some duties with clear expectations to the Millennial generation may also help increase their conscientiousness (Dannar, 2013). Furthermore, organizations will need to build robust policies (Becton et al., 2014; Jerome et al., 2014) to ensure that Millennials are still getting all the work done while they are telecommuting or doing flextime.

Another way managers may increase conscientious behaviors is through mentoring. It is important that managers invest time in developing meaningful relationships with millennial employees. A mentoring approach will be worthwhile as it will allow managers to provide guidance and modeling (Dannar, 2013; Ferri-Reed, 2013; Vanmeter, Grisaffe, Chonko, & Roberts, 2013). Placing Millennials with employees from the Baby Boomer or Gen X generation will help both generations develop new skills and knowledge. For instance, Millennials will better understand how to manage their jobs and

network. Joining different affinity groups and social mixers may also help allow

Millennials to start building relationships with older generations at the workplace (Miah

& Buckner, 2013).

Lastly, early communication and training around the importance of how to be

successful in the organization and role would be beneficial. A good onboarding program,

which provides orientation training to new hires can help Millennials better understand

the organization and culture and how they fit in (Vargas, 2013).

Study Limitations and Implications for Future Research

There are several limitations of this study which are important to address. In

addition, these limitations help highlight implications for future research.

Sample Size. I hypothesized that I had to have a sample of ($N = 138$) employees

to find an effect size of .11. Although the sample size ($N = 187$) exceeded the minimum

required ($N = 138$), I did not find significant interactions. When I recalculated the sample

size using the effect size in this study for the interactions, I determined that a sample size

of at least ($N = 209$) would be needed to find significant interactions. The sample size in

the current study was not large enough to find a significant interaction and consequently

this might be one reason why statistically significant generational differences were not

detected.

Demographics. The results from this study may not generalize to the larger

population. While every effort was made to try to have equal group sizes for the

generations, the Baby Boomer group was significantly underrepresented ($N = 29$),

leading me to use a substantially more conservative pairwise comparison. Furthermore,

this study utilized a convenience sample from a defense organization which may have

impacted the results as many of these employees have government clearances and could be more conscientious compared to people of similar age. Thus, future research should be conducted with more heterogeneous samples to see if it impacts the results.

Anonymity. Although I informed participants their responses would be anonymous, they were asked to provide their email address. Participants may have responded to the items in a more socially desirable manner since they knew I would be able to identify their responses (Kazdin, 2003). They may have been more willing to indicate that they would engage in altruistic and conscientious behaviors.

Definition of Generation. There is variability among scholars used to define the generations (Howe & Strauss, 2000; Lancaster & Stillman, 2002; Twenge, 2014). Scholars generally define Baby Boomers as those born between the end of World War II (i.e., 1945) and the early to mid-1960s, Gen Xers as those born between the early to mid-1960s and the mid- to late 1980s, and Millennials as those born between the late 1970s to early 1980s until late 1990s (Costanza et al., 2012; Twenge, 2010). These differences may influence the results as certain individuals maybe coded into different generations by different scholars. A recommendation would be to cross validate the results by coding the generation according to a few different birth years defined by scholars.

Measurement Scales. An issue with the scales in this study was that the reliabilities were lower than prior studies. The coefficient alphas were less than $\alpha = .70$ for the conscientiousness behavior, conscientiousness personality, work-life balance enrichment work to family subscale, and the work-life balance enrichment family to work subscale. These reliabilities were done with Time 1 data. Since these reliabilities were

below .70, the results may not have been accurate and may not be sufficient to make

judgments about the various generations (Nunnally & Bernstein, 1994).

One reason for these lower reliabilities might be attributed to the measures not

accurately assessing the values of the Millennial generation. The measures were

developed by Baby Boomers and may not pertain to Millennials because of the time they

were developed. For example, the OCB subscales examine extra-role behaviors at the

work place. While these measures may have been relevant when Baby Boomers and Gen

Xers were the primary group in the workforce, technology has greatly changed the

environment now. More Millennials are working remotely and have flex hours. The way

they engage in OCBs maybe entirely different compared to preceding generations. The

same may also hold true for the work-life balance measures. Millennials do not have the

same the boundaries as Baby Boomers and Gen Xers had and there may not be a fine

distinction between work and life as the two have merged together in many instances.

The traditional work-life balance measures may also need to be updated.

Age vs. Generation. Participants in this study indicated their generation and the

researcher also identified the generation based on their age. Unfortunately, some of the

participants from the defense industry misunderstood the term Veteran as someone who

has served in military services. Nonetheless, many researchers do not use generational

self-report and instead use age and thus this misclassification was not large enough to

impact the results (Becton et al., 2014; DeFraine et al., 2014; Twenge et al., 2012). I used

age for the second analysis to examine all the hypotheses.

Furthermore this study was done with cross-sectional data on workers of different

ages collected at one point in time. The best design for determining generational

differences is a time-lag study, which examines different participants of the same age at different points in time (Twenge, 2010). With age held constant, any differences are due to either generation (enduring differences based on birth cohort) or time period (changeover time that affects all generations). Due to the cross sectional nature of this study, it was not possible to separate the age versus generational effects. It is not possible in this study to say with certainty that the Millennial generation today is different than the young workers 10-20 years ago. A time lag study would be needed to accurately determine whether real generational differences exist.

Areas for Future Research

Future research is needed on work-life balance. The workforce has changed significantly since the concept first originated but the research has not stayed up with it. The focus has always been on balancing work with life. However, Millennials may not have any boundaries or restrictions when it comes to work and home. This group is connected 24/7 to the workplace. It might be work-life separation they are looking for versus the balance. More research needs to be done on exploring the concept of perhaps work-life separation and how to operationalize it and measure it.

Research also needs to look into how the value of leisure interacts with work-life balance to impact other aspects of the job such as performance or job satisfaction. The results from the current study indicate that there is a trend that Millennials value leisure slightly more than older generations yet have less work-life balance. Over time, this concept will need to be explored to see if it holds constant and if so, how this impacts other variables in the workplace.

In the near future, research will start exploring how the next generation born after the Millennials will behave in the workplace. These individuals were born after the year 2000 and are part of a generation that is post 9/11, Obama, Facebook, social media, and many technological advances such as the smartphones. The way they show up in the workplace may possibly differ compared to older generations.

Lastly, even though work-life enrichment was not a main variable in this study, it would be worthwhile to do more research on it. Specially, an interesting area to explore would be how calling interacts with work-life balance enrichment. For instance if someone believes their work is their calling are they more likely to have work-life balance enrichment and if so does it even matter then if they value leisure (Wrzesniewski, McCauley, Rozin, & Schwartz, 1997).

Conclusion

While Millennials did show slightly elevated leisure scores and slightly lower work-life balance and conscientious scores, their values may not be dissimilar from Baby Boomers and Gen Xers. The enactment and operationalization of these values may just differ for each generation. Managers cannot change the values of any group, but they can take the time to understand how each generation endorses the values differently. For Millennials, their value of freedom may drive them to seek more telecommuting and flextime options. It will be a disadvantage if organizations and managers do not make effort to understand the enactment of these values. Having this understanding will better allow organizations to understand and motivate all generations of employees and better retain and develop employees for the future.

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Appendix A
Demographic Questions

1. What is your gender?

- Male

- Female

2. What is your ethnicity?

- Asian/Pacific Islander

- Black/African American

- Caucasian

- Hispanic/Latino

- Native American/Alaska Native

- Other/Multi-Racial

- Decline to Respond

3. In what year were you born?

4. Do you identify with one of the following categories? If so, which one?

- Veterans

- Baby Boomers

- Generation X

- Millennials

- None of the Above

5. What is your current employment status?

- Full-time

- Part-time

- Unemployed

6. How many hours on average do you work each week?

7. In which industry do you work?

Appendix B
Initial Recruitment Email

Hi,

I am writing to ask for your assistance with my dissertation research on generational differences in the workplace. The findings from this research should help us better understand how different generations of employees think, their values, and what motivates them in the workplace.

All you need to do is to take a short survey. This first survey should take about 20 minutes to complete. Be assured that all data collected will be kept confidential, so please participate and be as open and honest as possible.

You can access the survey through the following link:

http://edu.surveygizmo.com/s3/1564518/Dissertation-Survey-Part-1

In two weeks, you will receive another email with a link to the second part of the survey.

PLEASE share this email with your network of professional contacts and friends, who are at least 18 years of age and currently employed. Feel free to forward it in emails. Your help and outreach to others is greatly appreciated!

Thank you so much for helping me achieve my educational goals!

Sandeep Chahil, Ph.D. Candidate
Seattle Pacific University
chahis@spu.edu or skchahil@gmail.com

You may ask any questions about the research at any time. If you have questions at any point regarding the study or the procedures, (or you experience adverse effects as a result of participating in this study), you may contact the Principal Investigator, Sandeep Chahil, at Seattle Pacific University, 3307 3rd Ave. W., Seattle, WA, 98119; (703) 314-9200; chahis@spu.edu, or the Co-Investigator, Dr. Margaret Diddams (206) 281-2174; mdiddams@spu.edu. If you have questions about your rights as a participant, contact the SPU Institutional Review Board Chair at (206) 281-2201 or IRB@spu.edu.

IRB #: 141502001

Valid through: <u>07/21/2015</u>

Appendix C
Electronic Informed Consent- Part One of Study

INFORMED CONSENT FORM

Principal Investigator:

Sandeep Chahil, Ph.D. Student, Seattle Pacific University; (703) 314-9200;
chahis@spu.edu
Co-Investigator:

Dr. Margaret Diddams, Professor of Industrial/Organizational Psychology, Seattle Pacific University, 3307 3rd Ave. W., Seattle, WA, 98119; 206.281.2174; mdiddams@spu.edu

IRB# <u>141502001_____</u>

Valid until: <u>07/21/2015_____</u>

DESCRIPTION OF THE RESEARCH
The purpose of this study is to understand the relationships among generational differences, leisure, work-life balance, and organizational citizenship behaviors (e.g. helping behaviors in the workplace). You have been invited to participate in this study because your participation may help organizations and managers better understand and motivate different generations of employees in the workplace. This study will include approximately 138 participants (male and female) older than 18 who are currently employed (part time or full time).

All data for this study will be collected on-line and will be analyzed at Seattle Pacific University, 3307 3rd Ave West, Seattle WA.

WHAT WILL MY PARTICIPATION INVOLVE?
If you decide to participate in this two-part study, you will proceed to the following pages on the web survey which will consist of multiple choice questions. You will be expected to complete the items as thoroughly and completely as possible. This first part of the

study will require a total of approximately 20 minutes of your time to complete. Your participation is completely voluntary; you may decline participation as a whole, withdraw at any time, or skip individual items without penalty.

ARE THERE ANY RISKS TO ME?
There is minimal risk associated with this study. This research does not involve risks beyond those encountered in everyday life. We do not anticipate that you will experience any risk as a direct result of completing the survey.

Seattle Pacific University and associated researchers do not offer to reimburse participants for medical claims or other compensation. If physical injury is suffered in the course of research, or for more information, please notify the investigator in charge, Sandeep Chahil, (703) 314-9200 or Dr. Margaret Diddams, (206) 281-2174.

ARE THERE ANY BENEFITS TO ME?
Although we do not expect that you will directly benefit from participating in this study, results of the research will provide valuable information to help organizations and managers better understand and motivate employees of different generations.

HOW WILL MY CONFIDENTIALITY BE PROTECTED?
All data will be kept confidential, stored securely, and only be available to those conducting this study. Although research data may be used for presentations, publications, or teaching purposes, all data will be reported in aggregate; individual responses will not be shared or used. Any provided email addresses will be used to link the data from the two surveys involved in this two-part study. Email addresses will be deleted and replaced with a unique alphanumeric identifier prior to analysis, which removes the link between participant personal information and survey responses. All email addresses provided will be destroyed upon completion of this study.

WHO SHOULD I CONTACT IF I HAVE QUESTIONS?
You may ask any questions about the research at any time. If you have questions about the study or the procedures (or you experience adverse effects as a result of participating in this study), you may contact the Principal Investigator, Sandeep Chahil, at Seattle Pacific University, 3307 3rd Ave. W., Seattle, WA, 98119; (703) 314-9200; chahis@spu.edu or the Co-Investigator Dr. Margaret Diddams; (206) 281-2174; mdiddams@spu.edu . If you have questions about your rights as a participant, contact the SPU Institutional Review Board Chair at (206)281-2201 or IRB@spu.edu.

1. CONSENT
By clicking the YES button, you indicate that you have understood to your

satisfaction the information regarding participation in this research project and agree to participate in this study. In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities.

○ YES, I have read the above information and agree to participate in this study.

○ NO, I have read the above information and do not wish to participate.

*Please keep an electronic and/or hard copy of this form for your personal records.

Appendix D
Recruitment Email-Part Two of Study

Hi!

Thank you for completing part one of my research on generational differences in the workplace. I am writing to ask for your assistance in completing the final part (part two) of this research.

All you need to do is take a very brief 5 minute survey. All of your responses will remain completely confidential.

Please click on the link below and you will be redirected to the survey:

http://edu.surveygizmo.com/s3/1567474/Dissertation-Survey-Part-2

Thank you so much for helping me achieve my educational goals!

Sandeep Chahil, Ph.D. Candidate

Seattle Pacific University

chahis@spu.edu or skchahil@gmail.com

You may ask any questions about the research at any time. If you have questions at any point regarding the study or the procedures, (or you experience adverse effects as a result of participating in this study), you may contact the Principal Investigator, Sandeep Chahil, at Seattle Pacific University, 3307 3rd Ave. W., Seattle, WA, 98119; (703) 314-9200; chahis@spu.edu, or the Co-Investigator, Dr. Margaret Diddams (206) 281-2174; mdiddams@spu.edu. If you have questions about your rights as a participant, contact the SPU Institutional Review Board Chair at (206) 281-2201 or IRB@spu.edu.

IRB #: 141502001
Valid through: 07/21/2015

Appendix E
Electronic Informed Consent- Part Two of Study
Engaging the culture, changing the world®

Seattle Pacific
UNIVERSITY

INFORMED CONSENT FORM

Principal Investigator:

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Co-Investigator:

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University, 3307 3rd Ave. W., Seattle, WA, 98119; 206.281.2174; mdiddams@spu.edu

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helping behaviors in the workplace). You have been invited to participate in this study
because your participation may help organizations and managers better understand and
motivate different generations of employees in the workplace. This study will include
approximately 138 participants (male and female) older than 18 who are currently
employed (part time or full time).

All data for this study will be collected on-line and will be analyzed at Seattle Pacific
University, 3307 3rd Ave West, Seattle WA.

WHAT WILL MY PARTICIPATION INVOLVE?
This is part 2 of a two part survey. This second part of the study will require a total of
approximately 5 minutes of your time to complete. Your participation is completely
voluntary; you may decline participation as a whole, withdraw at any time, or skip
individual items without penalty.

ARE THERE ANY RISKS TO ME?

There is minimal risk associated with this study. This research does not involve risks beyond those encountered in everyday life. We do not anticipate that you will experience any risk as a direct result of completing the survey.

Seattle Pacific University and associated researchers do not offer to reimburse participants for medical claims or other compensation. If physical injury is suffered in the course of research, or for more information, please notify the investigator in charge, Sandeep Chahil, (703) 314-9200 or Dr. Margaret Diddams, (206) 281-2174.

ARE THERE ANY BENEFITS TO ME?
Although we do not expect that you will directly benefit from participating in this study, results of the research will provide valuable information to help organizations and managers better understand and motivate employees of different generations.

HOW WILL MY CONFIDENTIALITY BE PROTECTED?
All data will be kept confidential, stored securely, and only be available to those conducting this study. Although research data may be used for presentations, publications, or teaching purposes, all data will be reported in aggregate; individual responses will not be shared or used. Any provided email addresses will be used to link the data from the two surveys involved in this two-part study. Email addresses will be deleted and replaced with a unique alphanumeric identifier prior to analysis, which removes the link between participant personal information and survey responses. All email addresses provided will be destroyed upon completion of this study.

WHO SHOULD I CONTACT IF I HAVE QUESTIONS?
You may ask any questions about the research at any time. If you have questions at any time about the study or the procedures (or you experience adverse effects as a result of participating in this study), you may contact the Principal Investigator, Sandeep Chahil, at Seattle Pacific University, 3307 3rd Ave. W., Seattle, WA, 98119; (703) 314-9200; chahis@spu.edu or the Co-Investigator Dr. Margaret Diddams; (206) 281-2174; mdiddams@spu.edu . If you have questions about your rights as a participant, contact the SPU Institutional Review Board Chair at (206)281-2201 or IRB@spu.edu.

1. CONSENT
By clicking the YES button, you indicate that you have understood to your satisfaction the information regarding participation in this research project and agree to participate in this study. In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities.

○ YES, I have read the above information and agree to participate in this study.

○ NO, I have read the above information and do not wish to participate.

*Please keep an electronic and/or hard copy of this form for your personal records.