

The Role of Generational Values in Workplace Conflict

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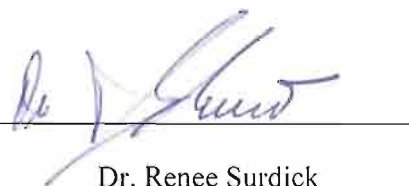
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A handwritten signature in blue ink, appearing to read "Dr. Renee Surdick", is written over a horizontal line.

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Abstract

Today's workforce in the United States consists of four generations which includes the Silent Generation, the Boomer Generation, Generation X, and Generation Y. Each of these generations was born with a set of cultural expectations and environmental situations. These values shape behavior, which may cause conflict among the generations in today's workforce. This study examined the four values of selflessness, spirituality, competency and integrity to determine whether significant differences existed between these generations for these values. The study also investigates whether there are differences in these values between full-time working adults in northcentral Wisconsin and college students at the University of Wisconsin Stevens Point (UWSP). The results of this study may help human resource professionals and other workings in human development to understand and improve workplace conflict related to age.

Table of Contents

Abstract.....	2
List of Tables.....	5
Statement of the Problem.....	6
Purpose of the Study.....	7
Significance of the Study.....	8
Assumption of Study.....	8
Definition of Terms.....	8
Methodology.....	9
Chapter II: Literature Review	11
Demographics.....	13
Current Knowledge Base.....	14
New Emerging Studies.....	15
Chapter III: Methodology.....	17
Subject Selection and Description.....	17
Instrumentation.....	17
Data Collection.....	19
Data Analysis.....	19
Limitations.....	20
Chapter IV: Results.....	22
Item Analysis.....	25
Chapter V: Discussion.....	26
Limitations.....	26
Conclusion.....	27
Recommendations.....	27

References.....	28
Appendix A: Consent Form	29
Appendix B: Behavior Desirability Survey.....	31
Appendix C: Permission for use of Survey Tool.....	44

List of Tables

Table 1: Four Value Dimensions of Hendrix Survey.....	18
Table 2: Means for College Students Versus Full-time Employees.....	23
Table 3: Means for Each Generation Represented.....	23
Table 4: ANOVA Table-Dependent Variable: Selflessness.....	24
Table 5: ANOVA Table-Dependent Variable: Competency.....	24
Table 6: ANOVA Table-Dependent Variable: Integrity.....	25
Table 7: ANOVA Table-Dependent Variable: Spirituality.....	26

Chapter I

The workforce in America, for the first time since the start of industrial revolution, consists of four generational groups which include the Silent Generation, the Boomer Generation, Generation X, and Generation Y (Howe & Strauss, 1992). According to Howe and Strauss, each generation brings a distinct set of characteristics into the workforce, which can positively or negatively affect the person's work relationships. When visiting water coolers across America comments may be heard such as, "They have no work ethic. They're just a bunch of slackers." If I hear him say 'we tried that in '87' one more time, I'll hurl in his wrinkly face." (Zemke, Raines, & Filipczak, 2000, p. 11).

These statements of frustration are just one reason to increase our understanding and efforts in understanding generational diversity within the workforce. Another main reason for stronger understanding of our mixed generational workforce is that the demographic data show there were not enough people in the age groups Generation X and Generation Y to replace baby boomers that are retiring. By 2012, the U.S. Department of Labor (DOL) estimates there will be 165 million jobs and only 162 million people available. Of those workers available, 19 percent (30 million) workers will be age 55 and older (Ha, 2008). One such organization affected is the California Public Employees Retirement System (CalPers). CalPers estimates over the next 10 years seven employees a year will retirement from their 176 full-time staff. CalPers does not feel it is possible to recruit enough young employees to fill the knowledge gap completely, which is why it is imperative to create an atmosphere which engages both older workers to stay and younger workers to join the organization (Southard, Lewis 2004).

Zemke, Rainer, and Filipazack (2000, pg. 1), replicate this sentiment that future and current work atmospheres need to engage several age groups to avoid workplace conflict. "There is a growing realization that the gulf of misunderstanding and resentment between older, not so old, and younger employees is growing and problematic," (Zemke, Rainer and Filipazack

2000, pg. 1). Dana (1999) and Slaikev and Hasson (1998) believe that unresolved conflict represents the largest reducible cost in many businesses; yet, it remains largely unrecognized.

Watson and Hoffman (1998) showed that 42% of a manager's time is spent reaching agreement with others when conflict occurs. This study also revealed that many organizations suffer chronic patterns of unresolved conflict that are costly and are often signs of serious organizational dysfunction. Watson and Hoffman (1998) conclude that not all conflict is a result of generational issues; one can assume that it does play a role.

As conflict is examined in the workforce related to generational issues and try to improve our working atmosphere the question needs to be ask regarding what are the root causes of the conflict. One such cause may be difference in values among generations. Research done by Rokeach (2001), over a three year period (1968-1971) measured the values of adult Americans. Most values remained stable, but certain values underwent significant change over this three year period (Rokeach, 2001).

Problem Statement

Today's workforce consists of at least four generations. Given each generation has experienced and been raised under varying historical periods, different personal values may exist between these age groups, which may lead to intergenerational conflict in the workforce. Consequently this conflict could result in lost productivity and poor teamwork within today's work force.

Purpose of the Study

The purpose of this study is to determine if there are values differences among the generations representing today's the workforce. This study begins to explore the question, if differences in values are signification enough to be a part of the cause of conflict. The values which were assessed are: selflessness, integrity, competency and spirituality (Hendrix, Barlow, & Luedtke, 2004).

Significance of the Study

The findings of this study may be used by Organizational Development (OD) and Human Resource (HR) professionals to create accurate and appropriate training and other learning tools to decrease conflict in the workplace related to generational differences. A decrease in conflict may lead to stronger retention of older workers which in turn will elevate the pressures of impending work force shortages.

Assumptions of the Study

The study makes the following assumptions: 1) time plays a major role in the shaping and forming of values which are brought into the workforce 2) values such as selflessness, integrity, competency and spiritual appreciation and resulting behaviors of these values may play a role in conflict in the workforce.

Definition of Terms

The Silent Generation. Individuals born in the United States from 1920 to 1945 (Howe & Strauss, 1992).

The Boomer Generation. Individuals born in the United States from 1946 to 1963 (Howe & Strauss, 1992).

Generation X. Individuals from in the United States born 1964 to 1981 (Howe & Strauss, 1992).

The Generation Y. Individuals born in the United States from 1981 to 1995. This group is also known as the Millennia (Howe & Strauss, 1992).

Organization Development (OD). “The process used to enhance the effectiveness of an organization and the well-being of its members through planned interventions” (French & Bell, 1990, p. 54).

Human Resource Professional. Individuals who hold positions within organizations and are responsible for the overall implementing of human resources. These professionals are usually responsible for managing and leading effective recruitment, and retention of employees.

Limitations

This sample pool only included individuals working in north central Wisconsin companies and college students attending University of Wisconsin Stevens Point (UWSP). The research was also limited to four values of individuals, which include competency, selflessness, integrity, and spiritual appreciation. Therefore, the conclusions may not be generalized to other geographic areas of the country and other values outside of those studied.

Methodology

The methodology used was a convenience survey equally distributed to adults whose employees represented the service, non-profit, education, and manufacturing industry, along with college students living in central Wisconsin. The sample size was approximately 300 individuals representing the Silent Generation, the Boomer Generation, Generation X and Generation Y. The sample size represented the following organizations and their employee size.

- Service Industry: two companies represented for a total of 51 employees
- Non-Profit Industry: three organizations represented for a total of 65 employees.
- Education: one organization represented for a total of 24 employees.
- Manufacturing: two companies represented for a total of 83 employees.
- College Students: one college (UWSP) representing 100 full-time students.

The survey instrument was created by William Hendrix, C Barlow, and Christopher J. Luedtke for the United States Air Force Academy to study the values of selflessness, integrity, competency and spiritual appreciation (Hendrix, Barlow, & Luedtke, 2004). The four values of the studies were determined after examining 600 value statements by adults and students and running statistical analysis to determine trends and similarities.

The study involved the research help of Dr. Justin Rueb, of the University of Wisconsin Stevens Point (UWSP) distributing the survey in spring of 2010, to 100 college students attending their campus, who are not currently in the workforce fulltime and who primarily represent Generation Y. A second group was surveyed by the researcher in the summer of 2010 with the help of human resource managers representing 213 individuals employed in education, manufacturing, non-profits, and the service industry. These individuals were full-time workers representing the Silent Generation, the Boomer Generation, and Generation X. Once the data were collected a comparison was done between the two groups surveyed to find value similarities and differences between the two groups studied. A second comparison was also done among all the generations represented.

Chapter II: Literature Review

At no other point in history has so many different generations joined together in factories, cubicles and offices across America. Most experts agree that historically generations have worked in a variety of capacity, such as in the family farm and family owned small business settings. What is new and different is that the new generation gap is tripartite and becoming quadripartite much more quickly, compared to the past of the generational mix being of two major eras. (Zemke, Raines, & Filipczak, 2000). In among this generation gaps are major defining events which each generation brings to the workforce. Zemke, Raines, and Filipczak (2000) also state, these defining events shape our attitudes, our goals, and most importantly our value system.

Also past organizational structures have been primarily vertical structures of older workers in upper management and younger workers to follow in the chain of command. Promotions in the past coincided more with maturity and age, versus knowledge and potential as seen in many companies today (Zemke, Raines, & Filipczak, 2000). The past natural flow of resources and power from old to the young has now become a haphazard array of unpredictability. Today there is a horizontal mixing of generations in which age is not a criterion for management positions or influence in an organization (Zemke, Raines, &, Filipczak). This new organizational structure in which experienced, non experienced, young and older come together, has greatly fueled what is been labeled as generational conflict in the workforce.

A few in the minority such as Rossi (2007) and Deal (2007) believe that generational differences and conflict in the workplace are just a myth. Rossi and Deal arguments center around the concept that every employee essential wants the same thing and that all generations have basically the same values with family being the largest priority. Rossi's (2007) study of 3,000 corporate leaders over a seven year period states that conflict is not a result of age but

status related issues. Deal (2007) reiterated this by stating that conflict is more about influence and power than age.

The Society of Human Resources Management (2004) surveyed 325 HR professional, representing a cross section of industry regarding generational differences and concluded that generational conflict is not widespread. The organizations that participated in the survey revealed the benefits are greater from generational diversity than are being hindered from the degree conflict exists. It is worth pointing out that this study is over five years old with the workplace environment drastically changing because of economic conditions. A newer report, from the Society of Human Resource Management (SHRM, 2008) suggests that things may have changed since their earlier survey. The report states that a strong training culture will be needed in the near future because Generation X will need help in developing soft skills such as empathy, social niceties and communication, while Generation Y will need training on how to fit into the organization and find meaning in their job which fits into their personal values (SHRM, 2008). The report also explains that Generation Y does not value loyalty, as their average tenure at a job is less than two years, while Baby Boomers highly value tenure. The report does discuss that tenure for Baby Boomers may be a result of the need to stay at a company longer because of financial stresses of the recent economic downturn, along with health issues and their tie to the company's health insurance. Baby Boomers account for more than half of the United States spending on healthcare (SHRM, 2008). This report suggest that there is a collide in the way these three generation view their jobs, which may lead to difficulties working together.

In the area of integrity, one of the values which this study examined is a topic discussed across college campuses relating to academic cheating. Pino and Smith (2002) conducted a study at the University of Georgia in which 659 students, mostly representing Generation Y were surveyed regarding their attitudes and behaviors about cheating. They were asked the question

the frequency of how often they cheated during a typical semester. The results of the study were as follows:

- 345 students (52.8 percent) indicated they had never committed any acts of academic dishonesty.
- 249 students (36.9 percent) replied a few acts or less throughout their entire college career.
- 50 students (7.7 percent) replied a few acts 1-2 times a semester.
- 13 students (2.0 percent) replied a few acts 3-5 times per semester.
- 3 students (.5 percent) replied a few acts 6-10 times per semester.

In summary, forty-seven percent of University of Georgia students have committed some type of academic dishonesty. Pino and Smith (2003) also discovered in their study that a variety of factors including sex, grade point average, race, social class, influenced a person's academic dishonesty. For example the higher one's year ranking in school, the more likely one would engage in acts of academic dishonesty. The more students watch television and the more they participate in student groups the more likely they are to commit acts of academic dishonesty. Although the researcher does not have studies on academic cheating for other generations represented in this study, Pino and Smith (2003) study does show that different' culture and environmental factors can influence values.

As the research reviews the amount of studies being published about generational conflict in the workplace, those on the side that conflict does exist, seem to be making a stronger argument.

Demographics

Our country's current demographics also seem to echo the need for good working relationships between the generations. Current estimates are that older workers (above the age of 55) represent 18.4 million workers or 13% of the workforce and this number will increase to 31.9

million or 20% of the workforce by 2015. (Noonah, 2005). Couple these statistics with the fact that Generation X is just a little over half the size of the Baby Boomer generation and companies such as “McKinsey and Company estimate that over the next thirty years the demand for experienced workers between the ages of 35 to 45 will increase by 25%, while the supply of these workers will shrink by 15%” (Lancaster & Sillman, 2002, p.6). As seen from these demographics, the United States will face worker shortages and every age group of workers will be needed to achieve the current productive levels that our country currently reaches.

Current Knowledge Base

With this in mind, as the future approaches the need to eliminate generational conflict will be an essential human resource component, in order to maximize production. Human resource (HR) professionals are aware of the four generations currently in the workforce to include the Silent Generation, the Baby Boomers, Generation X and Generation Y. Periodicals are filled with the definitions of these groups to include the range of their birth years, and the characteristics which define the groups; along with major life events which shape the attitudes and actions of each defined generation. However, the researcher finds that little has been written in popular HR periodicals about the specific cause of conflict between generations at work.

New Emerging Studies

Studies are emerging which begin to give insight to how workers specifically handle conflict. A Davis, Kruse, and Caponia (2009) study looked at roughly 2,000 adult workers in relation to behavioral responses to conflict. This study collected behavior ratings from individual bosses, peers and subordinates. Their findings conclude that 1) older adults are less likely to respond to conflict in actively destructive ways 2) older adults are more likely to respond to conflict with passive tactics that avoid confrontation. The study reiterated that social norms and expectation factors known as Socioemotional Selectivity Theory (SST) which have

been studied mostly in family and relationship tensions are also important factors in examining conflict in the workforce (Davis, Krause, & Capobianco, p. 340).

These studies also seem to coincide with Twenge (2007) findings entitled “Generation Me,” which shows that younger workers see directness and conformation as an asset, unlike older workers who view this behavior as rude, confrontational, and unprofessional. Not surprising the scores for social approval have slid downward since the 1950s (Twenge, 2007 p. 42). In 2001 the average college student scored lower than 62% of college students from 1958 or in the 38th percentile compared to their peers from 1958.

Noonah (2007) also piggy backs on the above studies, concluding social norms play a large role in generational issues. Noonah (2007) looked at the principle meaning of work for older adults. The study found the following conclusions: (1) paid employment in later life maintains social and economic identity formed earlier in life, (2) it also provides opportunity to confirm one’s identity after a break in work, and (3) paid employment allows a return to one’s true identity.

Industry specific studies are also beginning to emerge regarding generational difference. Chen and Choi (2008) looked specifically at the hospitality industry. Their study concluded that differences among generational work values do exist in the industry. An example of their findings include the following: (1) Baby Boomers rate personal growth higher than younger generations and (2) Generation Y value work environment more than Baby Boomers and Generation X.

Recent studies authored by Lancaster and Stillman (2005) and Twenge (2006) also emphasize the idea that generations’ career paths differ. Two phrases that are used in their studies, as well as, in other periodicals I have read are “Job Security” and “Career Security”. These two phrases show a vast difference in the way generations look at their workplace. “Job Security” is preferred among Baby Boomers and The Silent Generation, while on the flip side

“Career Security” is preferred by the Generation X and the Millennial Generation (also known as Generation Y). Words such as security, guilt, duty, loyalty play out in the ears of a Baby Boomer, while Generation X and Y believe that job security no longer exists and that changing jobs is a necessity to building a portfolio of skills to protect your career future.

Rueb, Beard, and Hendrix (2007), investigated whether there were character value differences between United States Air Force Academy cadets and civilian university students. A total of 1404 college students to include both populations reveal that value differences did exist between the two groups. Cadets placed stronger value on spirituality, integrity, and competency. The study did not find that Cadets place higher value on selflessness than their civilian counterparts. This study suggests that different societal groups (e.g., military versus civilian) can vary in the value the group places on different behaviors. Rueb et al. used Hendrix, Luedtke, and Barlow’s (2004) character survey which was also used in this study.

In conclusion, the factors surrounding generational workforce conflict is complex. The researcher, which looked at just a small sampling of studies and reviews, reiterates the need and importance of finding solutions to making our companies less dysfunctional when it comes to generational conflict. Solutions will not only make our companies a better place to work but may maintain and improve productivity through longer retention of knowledgeable employees.

Chapter III: Methodology

This study compared values of college students at the University of Wisconsin Stevens Point (UWSP) with values of full-time working adults in north central Wisconsin, to determine if there is a significance differences among the values between the generations surveyed. The results of this study may help improve understanding related to generational conflict in the workplace and help to strengthen educational programs to improve workplace productivity.

Subject Selection and Description

The subjects sampled in the study represent two groups. The first being 100 individuals currently enrolled in college full-time at UWSP. These individuals represent students enrolled in the Introduction to Psychology course and the Cognitive Psychology and received extra credit for participation. This sample group represented Generation X. Both of these courses are pre-requisites for most majors on campus, enabling the study to be offered to a cross section of students. The second sample is a convenience sample. This sample group represented mostly Baby Boomers, Generation Y and the Silent Generation. The data were collected from adults working full-time in north central Wisconsin organizations. These organizations were chosen because their representation of a cross section of business and industry in the geographical area to include manufacturing, non-profit, education, and the service industry.

Instrumentation

The survey used was developed by William H. Hendrix, C Barlow, and Christopher J. Luedtke (2004) for the United States Air Force Academy (USAFA) as a way to measure changes in character of cadets. The survey has two sections and is titled the Behavioral Desirability Scale (BDS) and the Character Assessment Rating Scale (CARS). Both sections of the survey are designed to measure four values to include: selflessness, integrity, competency, and spiritual appreciation.

The following is a table stating the factor and its definition according to the BDS (Hendrix, Barlow & Luedtke, 2004).

Table 1

Four Value Dimensions of Hendrix Survey

Integrity	measures an individual's integrity in terms of adhering to a set of moral and ethical standards and being consistently honest in dealing with others.
Selflessness	measures a series of related concepts to include selflessness, respectfulness, compassion for others, loyalty, and cooperativeness.
Competency	measures an individual's conscientiousness and competency in performing task assigned, performing all tasks effectively and efficiently, being responsible, making sound decisions, and treating others fairly.
Spiritual Appreciation	measures the extent that individual measures the extent that an individual values uses the spiritual differences of others that come from different backgrounds and cultures.

The second survey tool, CARS measures the four related character values above (selflessness, integrity, competency, and spiritual appreciation) and how the value relates to the person participating in the survey, while the BDS measures these values of other individuals outside of the person taking the survey. The Behavior Observation Rating Scale (BORS) format was used for the CARS. The BORS is a type of measurement scales used in personnel performance evaluations with scales values generally ranging from 1 = Never to 8 = Always (Hendrix, Barlow, & Luedtke, 2004). Hendrix, Barlow, and Luedtke studied the validity of using CARS and BDS by using discrimination, convergent, and divergent validity. Establishing the reliability consisted of using Cronbach's Coefficient Alpha analysis (Hendrix, Barlow, & Luedtke, 2004 p.66).

UWSP was granted permission by the USAFA to use this survey to measure values of UWSP students. The UWSP Research Board granted research permission through the Institutional Review Board (IRB) process to survey the students and working adults in northcentral Wisconsin. The University of Wisconsin Stout through the IRB process also granted the researcher to survey working adults in north central Wisconsin.

Data Collection

Data were collected from two convenience sampling pools, which could also be classified as a non-probability sampling. The samplings are as follows: (1) a sampling pool of 200 college students using online versions of the BDS and the CARS. A briefing of the project was outlined in the e-mail to students along with an informed consent document. From the sampling pool, a total of 70 individuals or (70%) of the sample pool responded and completed the survey. The data for this group were collected in the spring of 2010. (2) The second sampling pool was 200 full-time working adults representing the following organizations in northcentral Wisconsin: nonprofit, manufacturing, service, and education. These organizations were chosen for two reasons. Firstly, each represented a cross section of working environments in northcentral Wisconsin. Secondly, each organization had a past working relationship with the researcher.

From this sampling pool, 90 individuals responded and completed the survey for a response rate of 43%. Data for this group were collected via the online survey utilizing employee email addresses. A briefing of the project was outlined in the e-mail to the employees along with an informed consent document.

Data Analysis

A number of statically analyses tools were used. The Statistical Program for Social Sciences, version 11.0 (SPSS, 2004), was used to analyses the data. Firstly, the averages were calculated for each of the value traits (selflessness, integrity, competency and spiritual appreciation) in the survey. To run the appropriate tests, twenty of the responses were reversed

scored to align the responses with the positively worded items. Next, the mean response for each of the factors, selflessness, integrity, competency, and spirituality, was calculated for each respondent to account for any missing values. All statistical testing discussed below used these individual mean scores as the dependent measure.

The research tool was constructed with sixteen questions, each relating to each of the four value traits. Because of this, the researcher then did an Analysis of Variance (ANOVA) for each of the value traits within each generation represented in the survey. The generations represented in the data were the Silent Generation, the Boomer Generation, Generation X and Generation Y. One-way between ANOVAs tested the generational differences for each of the values. To establish the generational groups, each individual's age was recoded into one of the three generational groups (e.g., Baby-Boomers, Generational X, and Generational Y). A Tukey post hoc test was then done to determine if and what difference may lie between the generations. Lastly, a Pearson Correlation Analyses between age and the four value factors (selflessness, integrity, competency, and spirituality) was done to see if a relationship exists between age and each of the four factors.

Limitations

The study limitations include the following:

a) Length of survey. The survey with a total of 77 questions to include the CARS and the BDS instruments is time consuming especially for working adults, who mainly completed their survey during working hours. Company representatives did not allow all employees to take the survey because of its length, which would have resulted in lost production time. One manufacturer did not allow their hourly production workers to take the survey, reducing the sampling pool by 22 individuals. Another service company which workforce mainly consists of hourly employees declined to participate in the survey because of the length of time it would take to complete. This reduced the initially intended sampling pool by 72 employees.

b) Geographic limitations. The study was conducted with college students and working adults only in north central Wisconsin, which could limit its application to other parts of the country.

c) Few participants from the Silent Generation. From our sampling pool we had lesser representation from the Silent Generation. The companies chosen had very few employees in this age group, resulting in only one person from this group taking the survey.

d) Gender biased questions. Many of the questions in the survey are gender biased, which may be problematic. For example, one question is stated as follows: "A woman tends to put off work-related tasks until the last minute". Using gender-related words could influence the responses based on the respondent's gender and personal experiences, especially in a study about generational differences. If performing the study again, the researcher would switch to more gender neutral wording such as, "A worker tends to put off work-related tasks until the last minute."

e) Generation Y from the workforce. It would have been beneficial to the study to have more Generation Y individuals versus the college population. This would have enabled the researcher to look directly at one sample pool for full-time workforces in regards to conflict. This limitation existed because of the lack of full-time Generation Y currently working full-time in the workforce.

Chapter IV: Results

Generational conflict in the workforce may be the result of many factors. One such factor may be a difference in values among generations represented. This study looked at four values to include selflessness, integrity, competency and spirituality. Two groups were first analyzed to determine if there were significant differences between these four values. These two groups consisted of full-time working adults representing the manufacturing, non-profit, service and education sectors in northcentral Wisconsin and full-time college students at UWSP.

Before analysis could be conducted, twenty of the responses were reversed scored to align the responses with the positively worded items. Next, the mean response for each of the factors, selflessness, integrity, competency, and spirituality, was calculated for each respondent to account for any missing values. All statistical testing discussed below used these individual mean scores as the dependent measure.

Item Analysis

To test if differences existed between full-time workers and college students concerning the desirability of selflessness, integrity, competency, and spirituality, four independent t-tests were run. The t-tests for equal variances revealed significant differences for selflessness $t(148) = .01, p = .003$ and for integrity $t(143) = 5.71, p < .001$, while no significant difference resulted for spirituality. Specifically, employees placed higher value on both selflessness and integrity than college students (see Table 2). An independent t-t-test for unequal variances also showed the workforce rated competency as significantly more desirable than college students, $t(143) = 3.67, p < .001$.

Table 2

Means for College Students Versus Full-Time Employees

Group	Selflessness	Integrity	Competency	Spirituality
	Mean (SE)	Mean (SE)	Mean (SE)	Mean (SE)
College Students	7.54 (.085)*	6.92 (.10)*	7.51 (.10)*	6.65 (.11)
Full-Time Employees	7.89 (.076)*	7.67 (.079)*	7.97 (.076)*	6.50 (.12)

The asterisked means show what values resulted in the significant findings previously mentioned. Significant values were noted for the values of selflessness, integrity and competency. As shown above, no significance between the two groups was found in spirituality.

The study also examined if the surveyed generations differed in the four values measured. The researcher used one-way between ANOVAs to determine if differences existed between the values. To establish the generational groups, each individual's age was recoded into one of the three generational groups (e.g., Baby Boomers, Generational X, and Generational Y). Since only one person represented the Silent Generation, the researcher placed the respondent into the Baby Boomer group. The ANOVA for selflessness found a significant difference between the generations $F(2, 149) = 3.304, p = .039$; see Table 3). Tukey post hoc tests revealed the difference lay between the Baby Boomers and Generation Y.

Table 3

Means for Each Generation Represented

Group	Selflessness	Integrity	Competency	Spirituality
	Mean	Mean (SE)	Mean (SE)	Mean (SE)
Baby Boomers	7.92a	7.77a	8.06a	6.58
Generation X	7.79	7.56b	7.88b	6.47
Generation Y	7.58a	6.87ab	7.46ab	6.65

Same lettered groups represent significance differences.

Similarly, ANOVAs revealed significant differences for integrity $F(2, 149) = 20.83, p < .001$;) and competency $F(2, 149) = 3.304, p < .001$;. Specifically, Generation Y rated integrity lower than both the Baby Boomers and Generation X. For competency Generation Y again had

lower ratings than both the Baby Boomers and Generation X. No significant difference was found between the generations for spirituality. The following ANOVA tables describe the significance found for each character value regarding the generations represented.

Table 3

ANOVA Table-Dependent Variable: Selflessness

Source	SS	df	MS	F	P
Generation	3.26	2	1.6663	3.304	.039
Error	75.008	149	.503		
Total	78.334	151			

The one-way analysis of the ANOVA table above looks at the dependent variable of selflessness for the total sampling which includes all the generation represented. The independent variable was birth date which was then placed into a generational category (Generation Y, Generation X, Baby Boomers). The p value in the table demonstrates significance for the dependent variable of selflessness. Because the p value is .039 which is below .05 we can determine there is significance because the chance of error is statistically irrelevant. The large F value in the table of 3.304 demonstrates that the differences between the means are due to something other than chance alone, namely real effects.

Table 4

ANOVA Table-Dependent Variable: Competency

Source	SS	df	MS	F	P
Generation	10.943	2	5.471	9.107	.000
Error	89.520	149	601		
Total	100.462	151			

The one-way analysis of the ANOVA table above looks at the dependent variable of competency for the total sampling which includes all the generation represented. The

independent variable was birth date which was then placed into a generational category (Generation Y, Generation X, Baby Boomers). The p value in the table demonstrates significance for the dependent variable of competency. Because the p value is .000 which is below .05 we can determine there is significance because the chance of error is statistically irrelevant. The large F value in the table of 9.107 demonstrates that the differences between the means are due to something other than chance alone, namely real effects.

Table 5

ANOVA Table-Dependent Variable: Integrity

Source	SS	df	MS	F	P
Generation	25.594	2	12.797	20.834	.000
Error	91.520	149	.614		
Total	117.114	151			

The one-way analysis of the ANOVA table above looks at the dependent variable of integrity for the total sampling which includes all the generation represented. The independent variable was birth date which was then placed into a generational category (Generation Y, Generation X, Baby Boomers). The p value in the table demonstrates significance for the dependent variable of integrity. Because the p value is .000 which is below .05 we can determine there is significance because the chance of error is statistically irrelevant. The large F value in the table of 20.834 demonstrates that the differences between the means are due to something other than chance alone, namely real effects.

Table 6

ANOVA Table-Dependent Variable: Spirituality

Source	SS	df	MS	F	P
Generation	.707	2	.354	.339	.713
Error	155.245	149	1.042		
Total	155.952	151			

The one-way analysis of the ANOVA table above looks at the dependent variable of spirituality for the total sampling which includes all the generation represented. The independent variable was birth date which was then placed into a generational category (Generation Y, Generation X, Baby Boomers). The p value in the table demonstrates no significance for the dependent variable of spirituality. Because the p value is .731 which is above .05 we can determine there is no significance because the chance of error is statistically relevant. The low F value in the table of .339 demonstrates that the differences between the means may be due to chance.

Correlations between the dependent measures with age revealed significant positive correlations for selflessness ($r = .24, p = .003$), integrity ($r = .47, p < .001$), and competency ($r = .35, p < .001$). No significant correlation was found for spirituality and age.

Chapter V: Discussion

From the current literature reviews, one sees that much discussion surrounds generational differences in the workforce. Most experts, such as Zemke, Rainer, and Filipzack (2000) agree that to maintain productivity and to improve working morale, generational conflict in today's workforce needs to be addressed. Understanding differences in values among generational groups may help in understanding workforce conflict. The present study found significance differences among three of these values to include selflessness, competency, and integrity of the generations represented in the survey. For instance, the Baby Boomer generation placed a higher value on integrity, competency, and selflessness than Generation Y. Similarly, Generation X placed higher values on competency and selflessness than Generation Y. Together this suggests that Generation Y would be likely to enter into conflict more often based on these value differences.

For integrity, Generation Y placed less value on this trait than Generation X and the Baby Boomers. This result could be an artifact of their collegial status, in which research has found that at Georgia University, 47% of college students have admitted to cheating (Pino & Smith, 2003). This situation also explains why trust-building relationships between Generation Y and Baby Boomers may be difficult to establish. For example, Twenge (2006) indicated that Generation Y individuals were less loyal and more likely to leave an organization than the Baby Boomers. This study's finding's of selflessness being less for Generation Y fully supports Twenge's early finding. In the workforce, this conflict would result in less commitment to the company by Generation X than for Generation Y and Baby Boomers.

In the area of competency, Baby Boomers and Generation X were found significantly different than Generation Y. Specifically, Generation Y did not place as much emphasis on competency as the other two generations. This finding might be a simple result as Generation Y

individuals holding full time jobs which require the level of competency as those held by the two other generations.

Although there was no significant difference in spirituality among the three generations, surprisingly, the trend was Generation Y rated this trait higher than the Baby Boomers, which in turn placed a higher mean than Generation X. This finding does seem to coincide with a Trend Report done by the Society of Human Resource Managers in which they discuss the importance or spirituality emerging in our society and its impact is penetrating in the workplace. (SHRM, 2008). Further research could investigate the reason behind this trend.

Limitations

The length of the survey, lack participation by the Silent Generation and gender biased questions are limitations to this study. The study also represented only full-time workers and students in northcentral Wisconsin, limiting generalizability.

Conclusion

The study found that there are differences between the generations for three of the four values: integrity, competency and selflessness. The finding that the generations shared value differences is completely supported by Twenge (2006) and Lancaster & Stillman (2005).

Recommendations

Future research in this area should investigate further development of other surveys that can identify the same and other values using further items. These surveys would motivate more individuals to take the survey and more companies to allow their employees to take it during working hours. The researcher would also recommend having a stronger sample pool to reflect the population of the United States. The researcher would also recommend seeking companies and employees from a cross sectional of geographic area and industries. Further research should investigate the implementation and effectiveness of educational programs concerning generational differences and the reduction of workplace conflict.

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Appendix A: Consent to Participate In UW-Stout Approved Research

Title: Generational Conflict Related to Values

Investigator:

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Research Sponsor:

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Description:

This study will compare values of college students at the University of Wisconsin Stevens Point (UWSP) with values of full time working adults in north central Wisconsin, to determine if there are differences among the values between the generations surveyed.

Risks and Benefits:

The results of this study could help improve understanding related to generational conflict in the workplace and help to strengthen educational programs to improve workplace productivity.

Time Commitment:

You will complete an anonymous survey that should take up no more than 30 minutes of your time. You will be asked to respond to questions regarding your own background (e.g., age) and your attitudes toward situations that will portray scenarios involving community, work, family, religious, and global environments. Specifically, you will answer 77 questions by rating each question from extremely undesirable to extremely desirable.

Confidentiality:

The information that you give us on the questionnaire will be recorded in anonymous form. We will not release information that could identify you. Data will be available to only those people directly involved in this study. If you want to withdraw from the study at any time, you may do so without penalty. The information on you up to that point would be destroyed.

Right to Withdraw:

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. However, should you choose to participate and later wish to withdraw from the study, there is no way to identify your anonymous document after it has been turned into the investigator.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigator:

IRB Administrator

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Statement of Consent:

By completing the following survey you agree to participate in the project entitled, Generational Conflict Related to Value.

Appendix B: Behavioral Desirability Survey

Section 1 - Demographics

1) What is your sex? 1-Male 2-Female 3-Transgender

2) How would you describe yourself?

1-Asian 2-Black 3-Hispanic 4-White 5-Other

3) How old are you? _____

4) What year in school are you?

1-Freshman 2-Sophomore 3-Junior 4-Senior 5-Does not apply

5) How long have you been working in total years? _____

6) What business sector do you currently work in?

1-Manufacturing 2) Non-Profit 3) Service 4) Retail 5) Non Listed

Section 2 - Behavioral Desirability Survey

1) No matter how busy, he is a worker that always finds time to help with group projects.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

2) A person, when faced with a series of choices, makes a choice that is best for the majority of his associates even though it costs him personally.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

3) A man is not sick, but takes two days of sick leave because he will lose it if he does not take the leave by month's end.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

4) A person is known for being there for his friends.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

5) Individuals trust their boss seeing as he is open in his conversations with all individuals.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

6) An individual can be depended upon to help his neighbors.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

7) A boss lets his workers know that he cares about them.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

8) A woman tends to put off work-related tasks until the last minute.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

9) A person, by her actions, shows that she respects every individual and feels all have intrinsic worth.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

10) A woman considers herself as very religious and prefers to learn more about her faith and not about the faith of others.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

11) A couple baked cookies for the new neighbors next door to welcome them to the neighborhood.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

12) A manager, when conflict arises among his employees, makes an effort to reach a peaceful resolution.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

13) A teenager tells her little sister to ignore their mother's punishment of not leaving the house and instructs her to go out. The teenager says "I'll cover for you."

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

14) People of a different nation are suffering. A man gives some of his time to raise money so the people of that nation might have a better life.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

15) A young man is exceptionally capable and uses his skills for the benefit of his organization and coworkers.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

16) In order to get out of jury duty, a person claimed he knew the defendant even though he had never seen him before in his life.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

17) After working an eight-hour day, a couple always finds time to help their three children with homework.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

18) When a man sees a line in front of his favorite restaurant, he tries to find a way to get to the front without waiting.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

19) A worker acts in a manner that shows he cares about the life of the company.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

20) When presented with a complex problem, a worker gives it to his co-worker to solve.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

Undesirable	Undesirable	Undesirable	Undesirable	Desirable or undesirable	Desirable	Desirable		Desirable
1	2	3	4	5	6	7	8	9

21) A woman is more concerned with pleasing her boss than making an informed decision about the personnel changes needed in the office.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

22) A student who is taking a hard class in which others are cheating, receives and uses test answers that others have obtained.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

23) A man takes time out of his busy schedule to listen to a friend's problem

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

24) Even though a man's job is very important to his family's livelihood, he makes time for his duties at home as a father and husband.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

25) A person promises his friends he will get a designated driver for the party, but never does.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

26) A person lives within his financial means.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

27) A supervisor listens to everyone's ideas and sets up a clear training plan for the entire company.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

28) A person makes a point to read about other faiths simply to understand the different views others have.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

29) When given any task, the person excels.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

30) An individual has a variety of friends with different religious backgrounds.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

31) Even though a man has to stay late, he makes sure the equipment is ready for a colleague's presentation the next morning.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

32) Even though it makes a young man feel extremely uncomfortable to be around a friend's dying mother, he still goes with his friend to the hospital.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

33) A person uses other people's ideas and influence to get ahead.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

34) A father, who is asked for help with homework by his child, makes sure he gets home from work on time so he can help the child.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

35) A group of individuals, with different spiritual values, get together to share their spiritual views and beliefs.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

36) An individual calls in sick because there is a sale at the mall.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

37) An employee is usually late for meetings.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

38) An organization supports individuals' rights to differ in their spiritual beliefs.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

39) When filling out tax forms, a person overstates the amount she had given to charities.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

40) A worker consistently produces top quality work.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

41) An organization appreciates individuals of different spiritual backgrounds and interests.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

42) A woman tells a cashier that he gave her too much change.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

43) A worker accepts credit for work his coworkers helped him to complete.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

44) A coworker tells his friends that his boss is a jerk. This happens after the boss corrects him for a mistake he made.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

45) A young man is somewhat passive; he lets others run his life.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

46) A person attends religious ceremonies other than his faith when given the opportunity.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

47) A man feels that his receiving a bigger pay raise than his coworkers, whose performance is the same as his, is justified since he makes a point of getting along with his boss.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

48) Even though it is difficult, a boss tells her employees when they have not performed well.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

49) A father is upset with his son for showing an interest in Buddhism while the rest of the family members are devout Christians.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

50) A worker turned in her coworker for a serious company infraction, even though they enjoyed a close relationship.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

51) A person gives up his seat on a bus to a man who is older and had a physical handicap.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

52) A person of faith is willing to share his views if asked, but does not impose his views and beliefs.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

53) A man tends to make up excuses to himself for his failures.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

54) A woman feels strongly about her spiritual views and tries to get others to subscribe to her views and beliefs.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

55) A person enjoys learning about other religions, including the differences and similarities among them.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

56) A woman tells a man that he is going to "Hell" because he does not believe in her religious values and beliefs.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

57) A man tends to tell the truth only when there are no negative consequences to him.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

58) A person is an agnostic, but appreciates others spiritual beliefs and does not impose his beliefs and views on others.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

59) An individual calls his company's finance office to inform them of an extra hundred dollars he received during his last pay period.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

60) A person, after studying a wide range of religions and their doctrines, has decided that she is an agnostic.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

61) A woman grew up as a Christian and feels it is her place to convert those of other faiths to Christianity.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

62) A head manager is very busy, but she always makes time to speak with employees that are having problems.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

63) When faced with a situation that may give personal benefit, a worker puts the interest of his organization and the welfare of others first.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

64) A person is consistent in doing the right thing even when faced with less ethical choices which may profit him or her.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

65) A person is extremely competent and excels in all assignments.

Extremely Undesirable	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Neither Desirable or undesirable	Slightly Desirable	Moderately Desirable	Very Desirable	Extremely Desirable
1	2	3	4	5	6	7	8	9

Section 3

In the next section, the purpose of the rating scale is to provide a means for establishing the overall standing on each of the 12 dimensions of character. Only by your honest evaluation can reliable data result to present accurate levels of character dimension. Below are (12) dimensions of the concept of character; rate the frequency that you feel you exhibit each of the behavioral dimensions. **For example:** If you feel that you show **Compassion** infrequently, **compared to people in general**, you might choose to rate yourself **3 (Seldom-sometimes)**, as shown in the example.

1. Compassion

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

Character Assessment Survey

66) **Integrity.** Consistently adhering to a moral or ethical choice or standard. A person who consistently chooses the "right thing" when faced with alternate choices.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

67) **Honesty.** Consistently being truthful with others.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

68) **Loyalty.** Being devoted and committed to one's organization, supervisors, coworkers, and subordinates.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

69) **Selflessness.** Genuinely concerned about the welfare of others and willing to sacrifice one's personal interest for others and their organization.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

70) **Compassion.** Concerned for the suffering or welfare of others and provides, aids, or shows mercy for others.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

71) **Competency.** Capable of performing tasks assigned in a superior fashion and excels in all tasks and assignments. Is effective and efficient.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

72) **Respectfulness.** Shows esteem for, and consideration and appreciation of other people.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

73) **Fairness.** Treats people in an equitable, impartial, and just manner.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

74) **Responsibility and Self-Discipline.** Can be depended upon to make rational and logical decisions and to do tasks assigned. Can perform tasks assigned without supervision.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

75) **Decisiveness.** Capable of making logical and effective decisions in a timely manner. Does not "Shoot From the Hip," but does promptly make a good decision after considering data appropriate for the decision.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

76) **Spiritual Appreciation.** Values the spiritual diversity among individuals with different backgrounds and cultures and respects all individuals rights to differ from others in their beliefs.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

77) **Cooperativeness.** Willingness to work or act together with others in accomplishing a task or some common end or purpose.

Never		Seldom		Sometimes		Generally		Always
1	2	3	4	5	6	7	8	9

Thank you for completing this survey and helping us in this effort!

Appendix C: Approval to use research tool.

Hendrix & Associates
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August 12, 2010

This is to serve as authorization for Dr. Justin Rueb and Anne Mathson to use for research purposed the Behavioral Desirability Scale. This includes joint research with other colleagues.

Signed

William H Hendrix