Exploring differences in work values among multigenerational workforce: Leadership approaches in selected higher educational institutions in the UAE

اكتشاف الاختلافات في القيم بين القوى العاملة المتعددة الأجيال: أساليب القيادة داخل مؤسسات التعليم العالي في دولة الإمارات العربية المتحدة

by

LOLOWA AL MARZOOQI, M.Ed.

A thesis submitted in fulfilment

of the requirements for the degree of

DOCTOR OF EDUCATION

at

The British University in Dubai

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Thesis Supervisor
Dr Solomon Arulraj David

Approved for award:

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Designation   Designation

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Designation   Designation

Date: _____

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_____

Lolowa AlMarzooqi

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ABSTRACT IN ENGLISH

The present research focuses on exploring work-related values among the multigenerational workforce of the two of the UAE higher educational institutions: Abu Dhabi University and Zayed University. The study is based on a mixed-method approach (a work value inventory-based questionnaire and semi-structured interviews with managers employed by the abovementioned universities), and attempts to better understand values of Millennials, Baby Boomers and Generation X-ers employed within the UAE universities. The study depends on the following guided theories Schwartz theory, Perry general theory, Sagie employee values, Mannheim theory, and Bownen's family systems, besides most appropriate leadership approaches that can be adopted to avoid any inter-generational conflicts and challenges, as well as develop a sustainable competitive advantage. According to the obtained results, the work values of the UAE Millennials, Baby Boomers and Generation X-ers differ from empirical evidence from the Western countries. The UAE Millennials were demonstrated to highly value job security as opposed to their Western peers, while the UAE Baby Boomers had little regard for economic return of their jobs. When Millennials were compared with Baby Boomers, it was discovered that there were significant differences in all three of the scored values: salary raise (M=3.04 and M=3.28, p=0.011), pay increases to balance cost of living (M=3.05 and M=3.41, p=0.00) and being paid well (M=3.06 and M=3.41, p=0.003). A similar picture was observed when comparing Generation X-ers with Baby Boomers: salary raise (M=2.99 and M=3.28, p=0.00), pay increases to balance cost of living (M=2.99 and M=3.41, p=0.00) and being paid well (M=2.98 and M=3.41, p=0.00). Intrinsic motivation has been demonstrated to be a highly powerful source of motivation for all of the three cohorts, however particularly important for Millennials and Baby Boomers, who had little regard for economic return. According to the present thesis, there are significant differences in work values between the three generations in UAE, which in turn differ from the values of employees from the Western countries. Moreover, the UAE educational leadership has been demonstrated to be lacking regard for multigenerational differences, as well as rigid and hierarchical. Therefore, appropriate leadership approaches based on transformational leadership, fostering workplace diversity and promoting culture of empowerment and inclusion, have to be adopted in order to motivate Millennials, Generation X-ers and Baby Boomers in the context of the UAE higher education.

ملخص البحث

يركز البحث الحالي على إكتشاف القيم المتعلقة بالعمل بين القوى العاملة المتعددة الإجيال في إثنتين من مؤسسات التعليم العالي في دولة الإمارات العربية المتحدة : جامعة أبوظبي وجامعة زايد. إستندت هذه الدراسة على نهج مختلط الإسلوب (إستبيان قائم على قيمة العمل) والمقابلات الشبه منظمة مع المدراء العاملين في الجامعات المذكوره أعلاه، ومحاولة فهم أفضل للقيم الخاصة بجيل الألفية، وجيل اليبي بوميرز ، والجيل ـ إكس، العاملون في جامعات دولة الإمارات. تعتمد الدراسة على النظريات التالية : نظرية شوارتز، نظرية بيري بيري العامة، قيم الموظفين لساجي، نظرية مانهايم، وأنظمة الأسرة لباونن، إلى جانب نهج القيادة المناسبة التي يمكن إعتمادها لتجنب أي نزاعات وتحديات بين هذه الأجيال و تطوير ميزة تنافسية مستدامة.

ووفقاً للنتائج التي تم الحصول عليها، فإن قيم العمل الخاصة بجيل الألفية ، وجيل البيبي بوميرز والجيل ـ إكس تختلف عن الأدلة التجريبية من البلدان الغربية. وتبين أن جيل الألفية في دولة الإمارات العربية المتحدة يقدرون بشدة الأمن الوظيفي في حين لم يكن لدى جيل البيبي بوميرز في الإمارات العربية المتحدة سوى القليل من الاهتمام بالعائد الاقتصادي لوظائفهم. عندما تم مقارنة جيل الألفية معجيل البيبي بوميرز، تم إكتشاف ان هناك اختلافات كثيرة في القيم الثلاث الناتجة، زيادة الراتب (p=0.011 M=3.04 M=3.28) وزيادة الأجور لتحقيق التوازن بين تكاليف المعيشة (M=3.05 M=3.41 p=0.00) والدفع بشكل جيد (p=0.003 M=3.06 M=3.41).

وقد لوحظت صورة مماثلة عند مقارنة الجيل ـ إكس وجيل البيبي بوميرز: زيادة الراتب (p=0.000 M=3.28 M=2.99) وزيادة الأجور لتحقيق التوازن بين تكاليف المعيشة (p=0.000 M=3.41 M=2.99) والدفع بشكل جيد (M=2.98 p=0.000 M=3.41).

واثبتت الدوافع الذاتية انها المصدر القوي للدوافع وايضا مهمة لجيل الألفية و جيل البيبي بومرز الذين لديهم القليل من الإهتمام بالعائد الإقتصادي. ووفقاً للإطروحة الحالية، هناك فروق ذات دلالة إحصائية في قيم العمل بين الأجيال الثلاثة في دولة الإمارات العربية المتحدة والتي تختلف بدورها عن قيم العاملين في الدول الغربية وعلاوة على ذلك، فقد ثبت أن القيادة التعليمية في دولة الإمارات العربية المتحدة تفتقر إلى الاختلافات بين الأجيال و لذلك يجب إعتماد المناهج القيادية المناسبة كنهج القيادة التحويلية وتعزيز التنوع في مكان العمل وايضا تعزيز ثقافة التمكين والشمول، وذلك من أجل تحفيز جيل الألفية، وجيل اليبي بوميرز ، والجيل ـ إكس في سياق التعليم العالي في دولة الإمارات العربية المتحدة.

DEDICATION

I hereby dedicate this work to my Father and Mother (may their soul rest in peace), my family members (Ahmed AlMarzooqi, Khloud AlMajed, Ayesha AlMarzooqi), and friends (Ms. Doaa Fadhil, Dr. Patience Sowa, Dr. Nii Sai, and Ms. Joanne Kennish) who have supported me throughout this interesting but highly challenging journey. I thank them for being there for me all the time, and proving all the warmth and support I could ever wish for.

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I am very grateful to the staff of the Universities of Zayed and Abu Dhabi who have granted me permission to conduct an empirical part of my work within their respective institutions. I would like to thank them for allowing me to interview the university staff, and all of the help I have received from them with identifying and reaching out to the potential survey and interview participants.

Finally, I would like to express my gratitude and appreciation to my family, who has supported me throughout all of my study years and encouraged me to continue with my dreams related to obtaining this degree despite all of the challenges and obstacles I have encountered. Also many thanks to my friends, who have always been there for me to talk and discuss things.

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CHAPTER 1: INTRODUCTION

1.1. Problem background

The workforce of the world in general and the United Arab Emirates (UAE) in particular is becoming more and more diverse (Wils, Saba, Waxin & Labelle, 2011). As generational workplace diversity increases every year, a total of four generations (Millennials, Generation X-ers, Baby Boomers and Veterans) find themselves working together side by side both within public and private organisations (Sherman, 2006; Stanley, 2010; Cekada, 2012). In line with these considerations a number of researchers start to ask a question: what are the best leadership approaches to lead such diverse workforce, as representatives of different generations may have different work values, attitudes, needs and professional backgrounds (Jenkins, 2008; Sherman, 2006). Each of the generations currently employed within workplaces can be seen as a cohort of individuals characterized by similar beliefs, attitudes and needs, which according to Hu and Liu (2004) affects how the organizational leaders should lead the employees. Although there is still some debate concerning whether or not different age cohorts differ as far as their values and attitudes (Patterson, 2014; Gladwell, Dorwart, Stone & Hammond, 2010), most of the researchers agree that there exist major differences in how Millennials, Generation X-ers, Baby Boomers and Veterans perceive their work environment and what they expect from it (Cabral et al., 2016; Wils et al., 2011; Yu, 2005). The researchers argue that the existing differences will only continue to increase as a new generation is about to join the workforce (Yu, 2005). Therefore, it is important to study and understand work values of each of the age cohorts active within the work market. In line with this consideration, an overall interest towards the problem of multigenerational workforce has witness increase within the last decade (Wills et al., 2011; Patterson, 2014; Moore et al., 2016).

It is argued that diverse workforce offers an organization a number of potential strategic advantages, but at the same time presents a number of challenges from the managerial and

leadership point of view (Kurtz & Bonnett, 2011). Inability of managers and leaders to create an environment where multiple generations of professionals can effectively collaborate and use their full potential can have a number of negative consequences for the organization, i.e. low retention rate of employees (and associated high recruitment costs), conflicts among employees and managers at the workplace, low level of motivation and poor performance (Marshall & Rossman, 2014; McDonald, 2012; Murray, 2011). Cahill and Sedrak (2012) report high level of generational conflicts among employees within healthcare and nursing sector, which is often associated with arrival of younger generations (i.e., millennials or generation Z). Murray (2011) argues that it is a major difference in work values that may create misunderstanding among employees from different generations, decrease their collaborative effort and even lead to emergence of numerous conflicts at the workplace.

Wills et al. (2011), Crumpacker and Crumpacker (2007) and Kupperschmidt (2000) provide evidence that social capital of a given private or public institution can significantly decrease as a result of communication and understanding related issues among workforce in general and multigenerational workforce in particular. Therefore, it is the task of strategic leadership and management to reduce the incidents of such confrontations and misunderstanding between employees representing different generations (Wills et al., 2011). Despite such important practical implications, a number of researchers have criticized the mere existence of intergenerational conflicts and even differences (Saba, 2009; Audet, 2007). The study by Audet (2007), for instance, argues that differences in multigenerational values, and as a result – conflicts based on these differences, are simply an artificial myth, and therefore no intervention within a given organization is necessary to combat these non-existent issues (Giancola, 2006). Thus, a question emerges of whether, depending on existence of age-related value differences, an organization should invest efforts and resources into teambuilding, motivational and

professional development activities to accommodate needs of Millennials, Baby Boomers and Generation X-ers.

According to the two theoretical frameworks, adopted within a given study – Schwartz's theory of basic human needs and symbolic interactionalism, the key work values are universal among diverse groups however differ in their relative importance (Schwartz et al., 2012), and can only be understood within a given cultural and social context (Synge, 1960). It is argued that a leader within a given organization should be capable of correctly identifying and understanding priorities, motivators and values of his/ her followers. Only through understanding of the work values and their development, can leaders and managers develop successful interventions to enhance and promote fruitful collaboration, professional growth and team work among their multigenerational employees (Zemke, Raines & Filipczak, 2012; Cecada, 2012).

Cekada (2012) argues that most of the modern organizations, both private and public, are managing a multigenerational workforce and starting to shift their attention from the problem of aging employees to the phenomenon of a multigenerational workforce conflicts, values and training. Hart (2008) demonstrates that many modern organizations currently employee up to four different generations of workers. Cahill, Sedrak (2012), and Murray (2011), call for the holistic evaluation of their multigenerational employees, as each generational group needs a unique approach towards its recruitment, motivation, learning, training and most importantly leadership (Sergiovanni, 1984). Cahill and Sedrak (2012) argue that while most organizations adopt a "wait-and-see" attitude, waiting for the conflicts to resolve themselves as younger team members settle in, this passive approach leads to decrease production output and worsened work environment within a given organization (Cahill & Sedrak, 2012; Murray, 2011). As pointed out by Stanley (2010), instead of waiting for the problem to resolve on its own, the leadership of both public and private organisations can develop effective approaches to improve collaboration, interaction and communication between the representatives of different

age cohorts, thus improving their overall job satisfaction, efficiency and productivity, along with increasing performance of a given organization as a whole.

1.2. Educational leadership and research context

The issue of educational leaders thorough analysis of the situation and explore possible challenges and opportunities related to the multigenerational workforce in order to develop appropriate leadership solutions that would satisfy the hip in relation to improvement of the overall organizational culture and facilitating change and continuous improvement has been widely discussed within scholarly literature (Leithwood & Popplin, 1997; Sergiovanni, 1984). Leithwood and Popplin (1997) suggests to view the concept of an educational leader beyond that of a formal position with a number of leadership responsibilities assigned to him/her. Instead, Riley and Louis (2000), argue that an educational leader is a person within a given organization using his/her power and authority to affect and improve various actions of others, including but not limited to interpersonal relations, team work, organizational structures, culture, etc. While a number of educational institutions around the world are undergoing continuous changes, the present research argues that it is the UAE that is currently transitioning its entire economy and educational sector to achieve strategic goals and improve life of its people (Haladay et al. 2015; Wills et al., 2011). In relation to such issues at hand (conflicts and opportunities arising from multigenerational workforce and major educational changes), the present research argues that the topic of leadership as a facilitator of change becomes highly important. A number of studies have been dedicated to researching this issue, in particular, some of them looked at the role of values and collaborations in higher educational institutions (Rossman et al., 1985), mitigating tensions and disparities caused by various student groups (Robinson et al., 2008; Edmonds, 1979; Maden, 2001), various factors affecting leadership and management within highly dynamic and unpredictable environments (Louis & Miles, 1990), the role and importance of a formal leader in effective change process (Fullah, 1993).

According to Robinson et al. (2008) modern research on educational leadership has evolved from focusing on micromanagement related problems (e.g. decreasing level of conflicts among students belonging to different social or ethnic backgrounds) to more global problems, such as improving overall organizational performance and successful implementation of some major educational reforms (Fullah, 1993). Edmonds (1979) and Maden (2001) provide empirical evidence that effective educational leadership can significantly improve performance and competitiveness of a given educational institution, while Robinson et al. (2008) demonstrates that educational leader can strongly increase motivation of his/her employees, thereby positively affecting their job satisfaction. Sherman (2006) and Stanley (2010) highlight the pivotal role of leadership when managing multigenerational workforce and addressing issues associated with it.

According to Deem (1998), earlier research dedicated to the problem of educational leadership relied on the assumption that both professors, researchers and students can be viewed as a community, which is perfectly capable of self-organisation and effective performance without any defined internal or external leadership interventions. This approach, however, has since drastically changed due to the fact that it provided littler improvement within the environment characterized by continuously intensified competition among the higher educational institutions (Vroom, 1983; Thomas et al., 2004). Therefore, as the universities struggled to attract top students and also became pressured to become more accountable to the public for their spending, the approach towards educational leadership has gradually changed towards more corporate-style modes (Deem, 1998). A number of leadership approaches and styles have been argued to help the universities increase their overall competitiveness, facilitate the process of change via educational reforms (Deem, 1998; Randall & Coackley, 2007; Burns, 1978) and deal with issues such as multigenerational workforce (Stanley, 2010). According to the research, participative, transformational and transactional leadership are discussed as some of

the most widely used approaches to implement within the educational context (Randall & Coackley, 2007) or to address the issues of multigenerational workforce (Stanley, 2010). Although these leadership styles have originated in business-like institutions, they have gradually found their way and application within the modern world of academe (Randall & Coackley, 2007). Although the phenomenon of multigenerational workforce is commonly encountered and highly relevant to higher educational institutions (Cekada, 2012), no specific attention from both theoretical and empirical perspectives have been dedicated to it to our knowledge. Interestingly, within the healthcare sector, where multigenerational workforce is also a commonly observed phenomenon, a large number of studies have dedicated their effort to its critical analysis and understanding (Stanley, 2010; Wilson et al., 2008). It is not therefore clear, why the problems related to multigenerational workforce and leadership have not received any attention so far.

The problem of educational leadership is particularly important within the current cultural and socio-economic context of the United Arab Emirates (UAE) (Macpherson, Kachelhoffer & El Nemr, 2007; Raven, 2011; Wills et al., 2011). Currently, young UAE-citizens suffer from one of the highest unemployment rate in the country's history (Wills et al., 2011). Some researchers argue that this problem majorly stems from ineffectiveness of the current leadership approaches adopted within some of the UAE's key higher educational institutions (Macpherson et al., 2007; Raven, 2011). Zahran et al. (2016, p.2) quotes Sheikh Zayed bin Sultan Al Nanyan, one of the key forces behind development and creation of the UAE and its educational system, who has said: "The wealth of any nation is its intellectuals, and the progress of people and nations is judged by the level and extent of education they reach". The UAE considers education essential foundation for its future and economic development, due to the fact that it facilitates human development. At the moment, it is being widely accepted that in order to continuously improve its current educational system, the country has to implement strategic planning

approach (Alhebsi et al., 2015). In this regard the UAE intends to follow the example of such countries as the United Kingdom, the USA, Canada, Singapore, Sweden and Australia who have dedicated years to shifting their available resources towards building a stronger educational system, thereby investing into their future and competitiveness as nations (Pettaway et al., 2016; Moorosi & Bush, 2011). These countries have demonstrated that a renewed and strong emphasis on educational leadership can result in a lasting and effective culture of self-improvement and continuous development (Moorosi & Bush, 2011). However, as argued by Moorosi and Bush (2011), there is little consensus regarding what constitutes effective educational leadership and how a given organisation can address a vast variety of existing problems and challenges, while also simultaneously being capable of implementing a number of revolutionary reforms, similar to those that are currently on the way in the UAE's educational system (Zahran et al., 2016).

At the moment the UAE's higher educational institutions are faced with these challenges, but also realise that modern day economic growth is no longer depend on wealth and capital accumulation alone (Zahran et al., 2016). Instead economic growth of modern society is now stemming from a number of contributors, knowledge development and accumulation being some of the key ones (Benjamin & Flynn, 2006).

According to Benjamin and Flynn (2006), improvement of educational system has a positive impact on national development as well as improved resources management. This is in line with the argument by Waller (2012), who stresses a positive correlation between a healthy economy and education. Zahran et al. (2016) argue that investment into the development and improvement of the educational system may not result in immediate economic gains, however has a proven high economic return in the long run. This conclusion can be made based on the comparison of the countries who heavily invest into their educational systems (the UK, the USA, Canada, Australia, The Netherlands) and the ones that have a relatively low level of

financial investment (Hills & Flesher, 2003). According to Zahran et al. (2016, p. 5): "The UAE have achieved notable improvement since the turn of the century in many areas such as infrastructure, economy, and technology, whilst simultaneously meeting needs of tourism, sports events, art and culture, but education has been under developed when compared to these other sectors". Overall, educational system of the UAE as well as economy of it as a whole have undergone a rapid and dramatic transformation process which started at tribal society and progressed all the way to the developed modern one making the Emirates one of the most thriving economies and richest countries in the region, and in the entire world (Zahran et al., 2016).

Zahran et al. (2016) argue that the UAE has successfully accomplished this transition via adopting successful educational solutions developed by other countries, although this goes against empirical evidence which suggests that such copying is usually prone to limitations and results in failures (Stanley, 2010). The present research argues, that despite this considerable progress, the UAE educational system is still suffering from a number of limitations as well as uncertainties. Due to the lack of scholarly research, we know surprisingly little about the values of multigenerational workforce and challenges associated with employing Millennials, Generation X-ers and Baby Boomers within the same team in the UAE educational sector. The present research argues that educational leadership within the UAE educational sector should consider this important factor, as according to the existing forecasts the working teams will only become more age-diverse within the nearest future (Wils et al., 2011). Therefore it is important to conduct a thorough analysis of the situation and explore possible challenges and opportunities related to the multigenerational workforce in order to develop appropriate leadership solutions that would satisfy the needs and values of the employees belonging to different age cohorts.

1.3. Purpose and objectives

The present research focuses on employees and managers from the UAE, to find the managerial solutions that are best fitted for the organizations operating in the UAE. The purpose of this study is to critically evaluate differences in work values among different generations of employees of the educational sector of the UAE and the role of leadership in ensuring effective collaboration between baby boomers, generations X and Y. The study will allow to understand differences in work values among different generations, and the role these differences play in collaboration, conflicts and acceptance of multigenerational teams. The study is an attempt to the currently lacking empirical data looking into cultural and social context of a specific work environment (educational sector) and country (the United Arab Emirates). The researcher has decided to focus on Zayed University and Abu Dhabi University, as they play a key role in the UAE educational, research and innovation effort and is a perfect object of study due to the fact that the four generations of employees work and collaborate together. Various research groups being part of the University are composed of senior professors and group leaders (veterans and baby boomers), senior professors and teaching staff (baby boomers) and involve PhD students (generations X and Y).

Research goal: to gain knowledge of differences in work values between the representatives of four generations employed by the UAE public organizations, and find specific managerial approaches to make these team perform more effectively.

The following research objectives have been formulated to facilitate the present study:

1) Understand how widespread and important is multigenerational workforce within the UAE higher educational context;

2) Explore the work-related values of the different UAE age cohorts employed within the universities of Zayed and Abu Dhabi;

3) Understand value and contribution, as well as challenges in employing multigenerational workforce within the higher educational institutions;

4) Develop an understanding of most suitable leadership approaches to lead and direct multigenerational workforce.

1.4. Research questions

In line with the abovementioned consideration the present study aims to explore generation-dependent differences in work values and attitudes among representatives of three generations: baby boomers, generation X and millennials. The goal of the study is to understand how leadership and management approach can be tailored to address these differences in the most efficient manner and guarantee effective collaboration and high level of job performance within multigenerational organizational setting. In line with the discussed considerations, the present study has designed a central research question and a total of 4 sub-questions to achieve the established research goal:

What are the work values of multigenerational workforce employed by the UAE higher educational institutions, and which leadership approaches are most suitable to be adopted to lead Millennials, Baby Boomers and Generation X-ers?

In order to achieve the established research goal the following questions have been designed:

1. How widespread are multigenerational teams within the chosen educational institution?

2. How do values, attitudes towards work and family and sources of motivation differ among the representatives of three generations: baby boomers, generation X and millennials?

3. What are the challenges encountered by the managers when leading multigenerational teams?

4. Which are the most effective leadership tactics utilized to effectively engage multigenerational workforce and ensure the highest level of performance?

1.5. Rationale for the study

Although the topic of multigenerational workforce has been receiving a lot of attention in scholarly literature, the dynamics specific to a certain cultural context, country or even work industry are poorly understood (Hargreaves & Fink, 2004). It is argued that the issue has received most recognition and attention within healthcare and nursing sector, where multiple empirical studies have tackled the issue of multigenerational values and appropriate leadership style (Leiter et al., 2009; Sherman, 2006). However, to the researcher's knowledge a similar issue within the context of the UAE, and its educational sector is rather poorly understood and shortage of empirical studies exist.

According to our knowledge, there is little empirical research conducted to understand the abovementioned problem within the context of the UAE, and particularly its educational sector. As Sherman (2006, p. 1) notes: "Developing the skill to view generational differences through a different lens will allow the leader to flex their leadership style, enhance quality and productivity, reduce conflict, and maximize the contribution of a staff". A number of researchers suggest that managing and leading a multigenerational workforce, particularly within the setting where up to four generations of professionals are present at once, is *terra nova* for most leaders, particularly within certain work environments (Zemke et al., 2012; Disselkamp, 2013; DelCampo, 2012).

The present study, to the knowledge of the researcher, is the first empirical attempt to critically explore values among multigenerational workforce within the UAE educational sector, both public and private. The study can therefore contribute towards understanding existing differences and similarities among four generations of employees. Based on this knowledge, human resource professionals, managers, and foremost leaders, can effectively develop policies that facilitate satisfaction, motivation, retention and commitment among multigenerational team. This study, or rather resulted practical information, can in turn contribute to building

knowledge based organizational management, and help increase overall productivity. It is crucial for an organizational leader to understand values and priorities of his/ her followers in order to determine their overall fit into the team; factors positively affecting their productivity; and develop intervention to reduce incidents and severity of intergenerational workplace conflicts between employees. Therefore, it is concluded that the present research is a valuable contribution towards understanding leadership approaches within the modern UAE academe, and is focused on the topic that has previously been ignored – multigenerational workforce values.

1.6. Structure of the dissertation

The present section is dedicated to describing the structure of the present dissertation and the flow of chapters.

Literature review. First of all, the Literature Review chapter is dedicated to analysis of the relevant research scholarly literature concerned with topics related to multigenerational workforce, their values, multigenerational workforce within educational institutions in particular and public organisations in general. Finally, the chapter discusses various leadership approaches adopted within educational institutions and how they benefit employee relationships and performance. The chapter critically analyses existing evidence by comparing and contrasting opinions of different scholars, and is concluded by identification of a research gap concerning multigenerational work values in the context of higher educational institutions and the United Arab Emirates.

Research methodology. The following chapter, Research Methodology, is concerned with a thorough discussion of the methodological toolkit adopted within the present dissertation. The chapter discusses research methodology following research onion approach discussed by Saunders et al. (2011): first of all, it focuses to issues related to research philosophy, approach and design, and then discusses more specific issues related to sampling, data collection, and

analysis. Each of the discussed methodological layers are discussed and critically evaluated so that their utilization within the present study is explained and justified. The chapter is concluded by discussion of study limitations, delimitations and ethical concerns.

Findings. The chapter containing Findings of the present study is organized in the following manner: first of all, it presents demographic data of the study participants (both survey and interview respondents) to eliminate any possibility of bias towards a specific age, gender or occupational bias that may affect the obtained results. Following discussion of demographic characteristics, the chapter is split into two major parts: one dedicated to findings of the quantitative part of the study, and another concerned with the qualitative analysis of the conducted in-depth interviews.

Conclusions. The final chapter, Conclusions, recapitulates the scope of the study and summarises the key findings in relation to the initially established research questions. Discussion of opportunities for future research and managerial recommendations developed on the basis of the obtained results, can also be found within the final chapter of the present dissertation.

CHAPTER 2: LITERATURE REVIEW

2.1. Chapter Overview

This chapter will evaluate the values systems among employees of different generations, and explore leadership approaches towards managing team consisting of employees from various age groups. The section will also aim to critically evaluate theoretical frameworks most appropriate to studying the chosen phenomenon and identify a research gap existing within the modern scholarly literature concerning the role of leadership in understanding values of multigenerational workforce, and effective approach towards managing it within the UAE educational context. **Figure 1** presents the key theoretical frameworks which will be discussed within the scope of the present study.
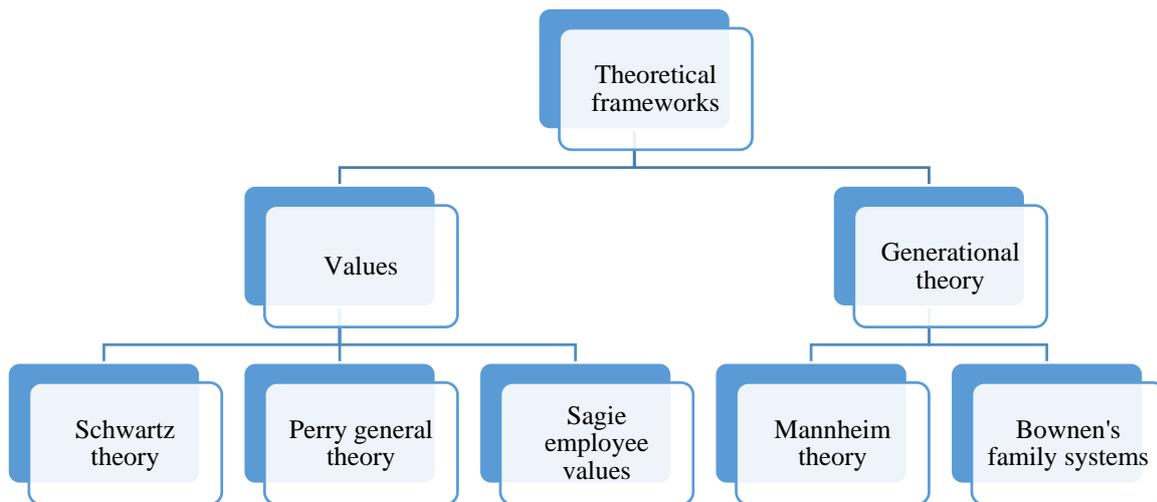
Figure 1 Theoretical frameworks discussed within the scope of the present research

2.2. Conceptual analysis: key terms and concepts

This section will conduct conceptual analysis of the present literature review, and define the terms pivotal to the current research: generations, multigenerational workforce, and work values. Underwood (2007) defines generation as: "an age cohort that shares unique formative

years' experiences and teachings (roughly the first 20 to 23 years of their lives) and thus develop unique core values and attitudes that are different from other generations" (p. 43). Jurkiewicz and Brown (1998) argue that the complexity of social and historical process limits the representatives of a specific generation to a limited (or rather specific) range of experiences. This in turn predisposes a specific generational cohort to a certain type of work, social and personal experiences, and as pointed out by Jurkiewicz and Brown (1998) and Sessa et al. (2008), the effects of this predisposition are long-term.

Multigenerational workforce, according to Tschirhart and Bielefeld (2012), may be defined as a group of employees of a given company, employed within the same period of time, and representing a minimum of two age cohorts. The baby boomer generation can be defined as one consisting of individuals who were born from 1946 until 1964 (**Table 2.1**). Generation X is represented by employees born between 1965 and 1981. The last group, millennials are represented by individuals who were born between the years of 1982 and 2000 (Tschirhart & Bielefeld, 2012).

Table 2.1. Age cohorts of employees

Generation	Born from ..	Age from ..
Baby Boomer	1946 until 1964	52 until 71
Generation X	1965 and 1981	35 until 51
Millennials	1982 and 2000	16 until 34

Source: Tschirhart and Bielefeld (2012)

Values, according to Kernaghan (2003), can be defined as "… enduring beliefs that influence the choices we make among available means or ends" (p. 711). According to this definition, values allow individuals to make choices among the existing available options. Padaki (2000), however highlights that values should be best understood from an individual point of view, as they are best described as individual attitudes towards something. Therefore, organizational values should be viewed as a collection of these individual attitudes (Padaki, 2000). Although most of the individual attitudes are different, together they form a more homogenous systems,

where a specific component or a number of components may dominate, thus creating differences between value systems of different organisations (Kernaghan, 2003; Padaki, 2000). Padaki (2000) argues that organizational values should be viewed as one of the core factors that determines the actual organizational culture. As a key determinant of the latter, organizational values can therefore be used to help manage complex behavioural patterns and attitudes within an organization (Padaki, 2000).

Gursoy, Chi and Karadag (2013) argue that work values are a much more narrow concept than values in general, and note that they usually refer to some end-values, such as expected quality of work and work environment, compensation an individual is seeking from his/ her work, job satisfaction, etc. Elizur (1984) suggests an alternative definition, according to which work values should be viewed as importance an employee places on various aspects or outcomes of work. Dose (1997) points out that work values can be viewed as a projection of general values of an individual on his/ her work. Roe and Ester (1999) further argue that work values do not directly affect performance of an individual, but instead create a strong impact through their indirect effect on employees' behaviour and attitudes. According to Gursoy et al. (2013), work values "… are seen as a source of motivation for individual action. Values also tend to define norms and shared goals, which elicit and guide collective action" (p. 41).It is argued that congruence of work values has an important impact on employee performance, job satisfaction, etc. (Cogin, 2012). Congruence can be characterized by how specific work tasks or environment are aligned with the needs, goals, values, demands of another organizational component, e.g. employees (Nadler & Tushman, 1980). Cogin (2012) points out that the higher is the degree of the observed congruence, the more effective will be performance of the entire organization. Well-aligned components of the given organization enhance efficiency and perform synergetic ally to enhance its competitiveness (Nadler & Tushman, 1980). According to the theory developed by Nadler and Tushman (1980) the key components of any

organization are work tasks, employees performing these tasks, and some other organizational arrangements. Cogin (2012) note: "… the congruence between individuals (specifically in terms of their work values) and organizational arrangements (specifically HRM practices) is an important relationship that can lead to greater employee productivity and hence increased performance for organizations" (p. 2279).

2.2. Employee values

2.2.1. Employee values: unrevealing the concept

Not many researchers have focused on developing a theoretical framework which would explain development of employee values. However, one such attempt was made by Vansteenkiste et al. (2007), who drawing on Kasser and Ryan`s (1996) focus on the role of intrinsic versus extrinsic work values, have developed a framework which helps understand "… employees' natural desire to actualise, develop and grow at the work place (i.e. self-development), to build meaningful and satisfying relationships with colleagues (i.e. affiliation) and to help people in need (i.e. community contribution" (p. 253). The researchers furthermore discuss two different employee value orientations: extrinsic and intrinsic. According to Vansteenkiste et al. (2007), intrinsic values should be associated with an overall higher well-being due to the fact that pursuing them is often associated with an individual desire to satisfy his/ her various psychological needs (i.e. autonomy, relatedness). On the other hand, as pointed out by Ryan and Deci (2000), extrinsic work value orientations more concern pursuing or driving towards success in relation to more traditional processes. Such more traditional pursuit of success is associated with organisational hierarchy, earning more money, gaining prestige and status in one's function, etc. (Vansteenkiste et al., 2007; Rynes, Gerhart & Minette, 2004). According to Vansteenkiste et al. (2007), individuals who can be characterised as extrinsically oriented, mostly do focus on receiving symbols and indicators of worth that come externally – from outside. Such symbols may include social approval, symbols of power, etc. These

individuals may therefore, in an urge to obtain external approval, neglect their own personal wants and needs (Ryan & Deci, 2000; Vansteenkiste et al., 2007). Interestingly, according to Vansteenkiste et al. (2007) such prolonged focus on outward recognition and orientation is prone to causing psychological problems and issues, as it leads to an individual continuously neglecting his or her personal needs and desires in order to satisfy those of others surrounding him or her. A number of studies have been performed to better understand how specific employees' work value orientation may affect his/her work performance, however they have yielded contradicting results and outcomes (Knoop, 1994; Drummond & Stoddard, 1991). According to some studies, intrinsic value orientation has a significant and positive effect on the employee`s satisfaction with his/her job (Amabile et al., 1994). On the other hand, when trying to replicate the study by Amabile et al. (1994), Knoop (1994) has failed to obtain a similar result. Vansteenkiste et al. (2007) point out: "… the pattern of findings for extrinsic, relative to intrinsic, life values in more consistent. Studies have repeatedly found that having a strong focus on extrinsic, relative to intrinsic, life values is detrimental to well-being (e.g. lower self-esteem, vitality, self-actualisation and social productivity) an dis associated with greater ill-being (e.g. higher narcissism, depressive complaints) as well as poorer physical health" (p. 234).

The present thesis focuses on organizational values, however it is important to recognize, as highlighted by Paalberg and Perry (2007) that despite its relevance to the workplace, the sources of these values may originate from work, society or personal experiences. Deal and Kennedy (1982) point out that within an organization, a strong system of shared values is crucial to its structure and performance of the members. Shared values allow to align the individual effort with the core strategic objectives of a given organization (Paalberg & Perry, 2007). Deal and Kennedy (1982) point out that the shared system of organizational values

ensures that all of the members of a given company or institution behave in a common, acceptable manner, and highlight that their values are in line with that of the leaders.

Paalberg and Perry (2007) distinguish between different sources and types of values, the two key categories being functional and instrumental ones. According to Weiner (1988), functional values mostly concern some accepted forms of behaviour and priorities that are valued and recognized across the entire organization. An example of such value may be honesty and diligence (Paalberg & Perry, 2007). On the other hand, instrumental values within an organization refer to some core strategic values that lay foundations for rationalizing a set of activities or overall strategic direction, chosen by a given organization (Weiner, 1988). It is instrumental values that serve as a communication channel between the organization and its internal and, most importantly, external stakeholders (e.g., customers, public).

Weiner (1988) argues that systems of organizational values are highly complex in nature, and may often be inconsistent. The mentioned inconsistencies may arise from a number of sources (Weiner, 1988; Paalberg & Perry, 2007). For instance, as pointed out by Paalberg and Perry (2007), within a number of organisations there exist a gap, before the values employees have and values that are praised and practiced within the actual working environment. Different members of one team may have values that are mutually exclusive (Weiner, 1988). Padaki (2000) defines these gaps, or inconsistencies among values of individual employees within one organization, as value conflicts. Padaki (2000) points out: "Value conflicts may be regarded as natural, normal, and even healthy in any organization. However, exactly as with conflict resolution in the individual, the organization`s conflict resolution modes, too, may be viewed as purposeful and healthy or self-defeating and unhealthy" (p. 423). Paalberg and Perry (2007) note that internal conflicts of values are very common in modern organisations due to the complexity of operations and number of stakeholders involved. For instance, dedication to such core values as welfare of staff and customer satisfaction may often create a conflict of values.

Social welfare of employees most inevitably leads to increased pricing over the products or services, thus creating a conflict (Paalberg & Perry, 2007). Moreover, the researchers also mention individual employees from different generations as a potential source of value inconsistencies that may lead to an internal conflict (Paalberg & Perry, 2007; Schwartz et al., 2012; Gouveia et al., 2014).

2.2.2. Theoretical frameworks designed to understand employee values

A number of theoretical frameworks have been designed to explain the differences in how representatives of different generations perceive their work environment and values, interact with their colleagues and management and manage conflicts (Schwartz et al., 2012; Gouveia et al., 2014). The present research will critically evaluate Perry's general theory of value, Sagie, Elizur & Koslowsky`s (1996) theory of work values and Schwartz`s theory of basic values.

Table 2.2 Schwartz's basic human values theory

Value	Defining goal	Derived from
Self-direction	Gaining independence through though and action - exploration, creation, choice.	Is derived from a need of an individual to control, and a certain degree of independence and autonomy.
Stimulation	Challenge in life, novelty, variety.	Is derived from a need of an individual for stimulation and novelty in the external environment.
Hedonism	Reaching pleasure of appreciation (gratification) for oneself.	Is derived from a need of an organism, and its thriving to satisfy the need (associated qualities: enjoying life, self-indulgent, etc.).
Achievement	Achieving individual success through demonstrating capabilities expected according to existing social expectations and standards.	Is derived from an individual and group need for survival through achieving a specific aim or goal (associated qualities: self-respect, social recognition, influential).
Power	To establish social position (prestige) and one`s dominance over other people, situation or resources.	Is derived from the existing social differentiation based on presence of various statuses within a given group of individuals.
Security	Establish safety, security and stability of existing relationships, dynamics and processes.	Is based on the basic individual and group requirement and need for stability, safety, etc.
Conformity	Avoiding actions aimed at harming or upsetting other individuals and therefore violating existing social norms.	Is derived from an expectation placed upon each group member that restrains him/ her from upsetting/ hurting or undermining other group members, and

		therefore disrupting existing relationships and interactions.
Tradition	Respecting, accepting and committing to existing cultural, social or religious norms and rules.	Is derived from the fact that groups tend to establish their own practices, ideas and believes, which are shared by the group members and are supposed to represent group`s uniformity and solidarity.
Benevolence	Aims at preserving and increasing wellbeing of those an individual is in frequent contact with.	Is derived from the basic need for collaborative and smooth functioning and interactions within a given group of individuals.
Universalism	Aims at protecting and understanding of all group`s and members wellbeing based on welfare of all people and nature in general.	Is based on the need of a group for survival.

Source: Schwartz (2012)

Schwartz's theory of basic values (**Table 2.2**) can be characterized as a major contribution to the field of intercultural research, as it helps understand how individual values are formed within a cross- or multi-cultural setting (Schwartz, 2012). Schwartz is focusing on the so called universal values and how they are recognized and perceived by all major human cultures (Caprara, Schwartz, Capanna, Vecchione, Barbaranelli, 2006; Schwartz et al., 2012).

The researcher argues that values are perceived and constructed in a highly similar way across diverse groups and cultures (Schwartz, 2012), which suggests existence of uniformity of human motivations around the globe. However, "Although the nature of values and their structure may be universal, individuals and groups differ substantially in the relative importance they attribute to the values" (Schwartz, 2012, p. 3).

Caprara et al. (2012) suggests that because of these differences, diverse individual groups have varying "priorities" and "hierarchies" of values. The researcher identifies ten key motivationally differentiated values (**Table 2.2**), which along with their interactions are described by the theory in their dynamism (Caprara et al., 2006).
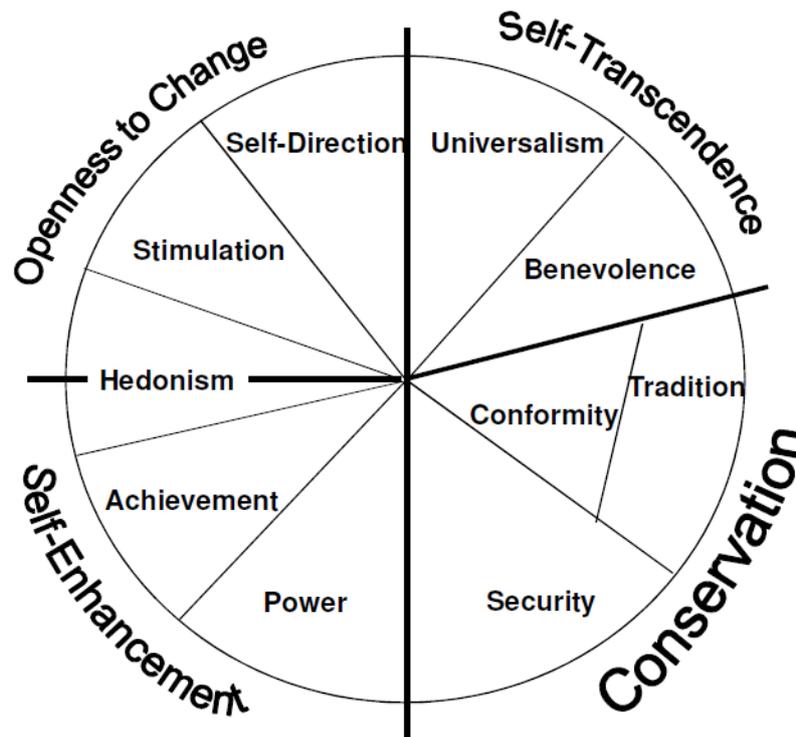
Figure 2 Schwartz model of basic values (source: Schwartz et al., 2012)

According to the Schwartz's theory of basic human values also critically explores dynamic structures and relationships among the different values (Caprara et al., 2006; Schwartz et al., 2012). Schwartz et al. (2012) note: "One basis of the value structure is the fact that actions in pursuit of any value have consequences that conflict with some values but are congruent with others" (p. 8). For instance an individual pursuing achievement values often does so in conflict with his/ her pursuing of benevolence values, as he or she puts personal goals above those of a group. An individual seeking success often performs actions that may be obstruct to those of others (**Figure 2**). At the same time, according to Caprara et al. (2006), pursuing certain types of values only enhances pursuit of another: e.g., achievement and power values are not conflicting or contradicting, but instead – compatible. An individual working hard to achieve personal success also ensures his/ her strengthened authority/ position within the given group (Caprara et al., 2006; Schwartz et al., 2012).

Although the theory by Schwartz (2012) is based on 10 values, it supports the idea that these values (and their derivatives) form some sort of circular continuum presented on the **Figure 2**.

In addition to that, the suggested set of values forms a motivational continuum. According to Schwartz (2012), if two values are close on the circular diagram, the motivations underlying them are also close. Following the same logic, the more distant are the two values, the more different are motivational factors underlying them. The idea of circular continuum has an impotent theoretical, or maybe even philosophical implication. First of all, it accepts that division of values is subjective; however unlike with other value models, the one by Schwartz (2012) is establishing this division through consideration of underlying motifs. As pointed out by Schwartz (2012): "Conceiving values as organized in a circular motivational structure (…) implies that the whole set of ten values relates to any other variable (behaviour, attitude, age, etc.) in an integrated manner" (p. 10).

The model itself and the derived methodological toolkit have been applied to test and understand employee values within different cultural settings (Schwartz et al., 2012; Spini, 2003; Elster & Sagiv, 2015; Schwartz, 2012). Schwartz (2012) argues that the structure of the values itself, or the relationships between them are rather universal to different modern societies that till date have been studied. In order to explain such consistency within the observed cultural diversity, the researcher has proposed the principle of congruence and conflict between the different types of the distinguished values (**Figure 2**). Once again, as discussed above, the similarities of value constructions are explained by the universal motivational factors underlying the values (Schwartz, 2012; Caprara et al., 2006).

The theory by Schwartz has been, however, a subject of critique by a number of researchers (Gouveia et al., 2014). For instance, Gouveia et al. (2014) argues that Schwartz and the followers of his theory throughout different time periods have "... promoted multiple configurations of these value domain, including seven ... ten ... eleven or nineteen" (p. 41). The researchers find this inconsistency conflicting and confusing for constructing proper methodology (Gouveia et al., 2014). The researchers have also discussed, as one of the

limitations of the theory of basic human needs, that the widely accepted methodology of the value research is highly complex and prone to subjective interpretations. In order to conduct value research, Schwartz has developed a Schwartz Value Survey (SVS), which basically asks participants for self-assessment. According to some researchers, the SVS may be quite difficult for the respondents to adequately reply to as it contains a set of up to 30 various values and scale to measure them against. The researchers argue that many of the respondents tend to give most of the values present within the test a high score, which often results are not representative of a real situation (Gouveia et al., 2014).
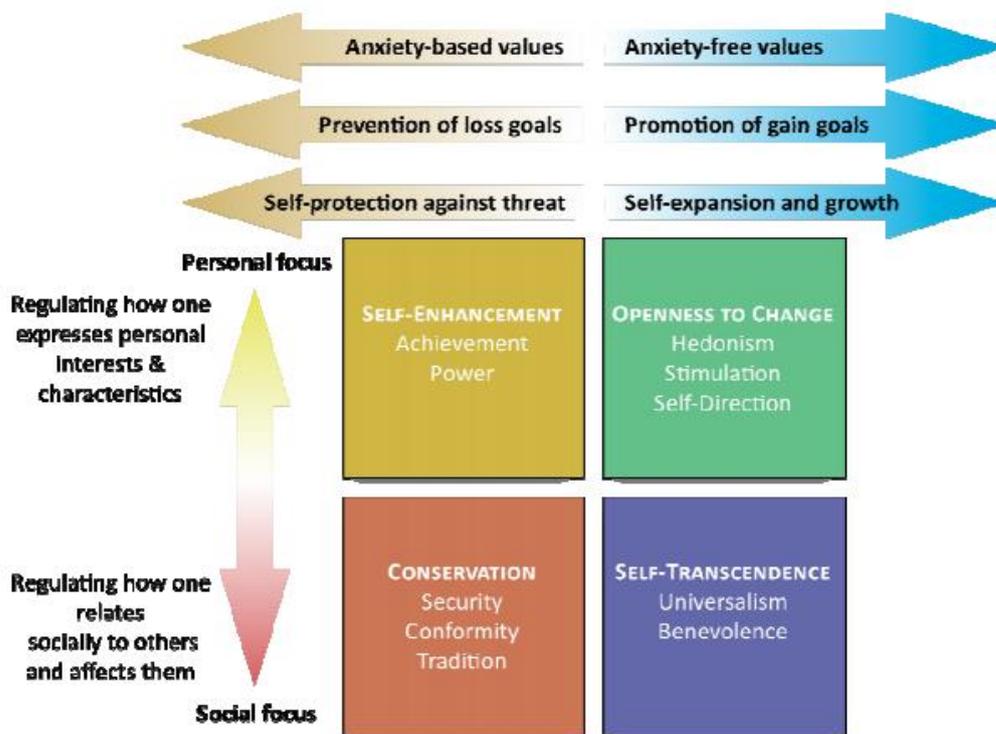
Figure 2 Schwartz model of basic values, relationship between values (source: Schwartz et al., 2012)

A contrasting philosophical view developed by Perry (1926), which became known as a general theory of value postulates that value does not exist until an individual starts desiring something. According to this view, nothing can possess any intrinsic value when considered apart from the individual's specific motifs and desires (Pilling, 1972). Perry (1926) has divided all the values into the key eight types: instinctive, economic, vital, erotic, religious, social, logical,

ethical and aesthetic. A number of researchers have developed similar structures and classifications, with slight alterations. Perry, unlike Schwartz, however did not construct a scheme explaining relations and interactions between different types of values, which can be viewed as a downside of the theory.

Sagie et al. (1996) have developed a theoretical framework aiming to explain work values based on such premises as consequences, moderators, effects on behaviour, antecedents and mediators. According to the researchers, work values are composed of two key facets, namely − system performance contingency and outcome modality (**Figure 4**). The researchers view such aspects as socioeconomic status of employees, religion and culture as so-called antecedents of the related work values. Interestingly, Sagie et al. (1996) prefer not to consider any of the demographic parameters (e.g., age, race, and gender) as antecedents. The reasoning behind such choice is the assumption that demographic characteristics may be merely a reflection of more complex constructs, such as employee`s role in the society or membership within a given organization (Sagie et al., 1996).
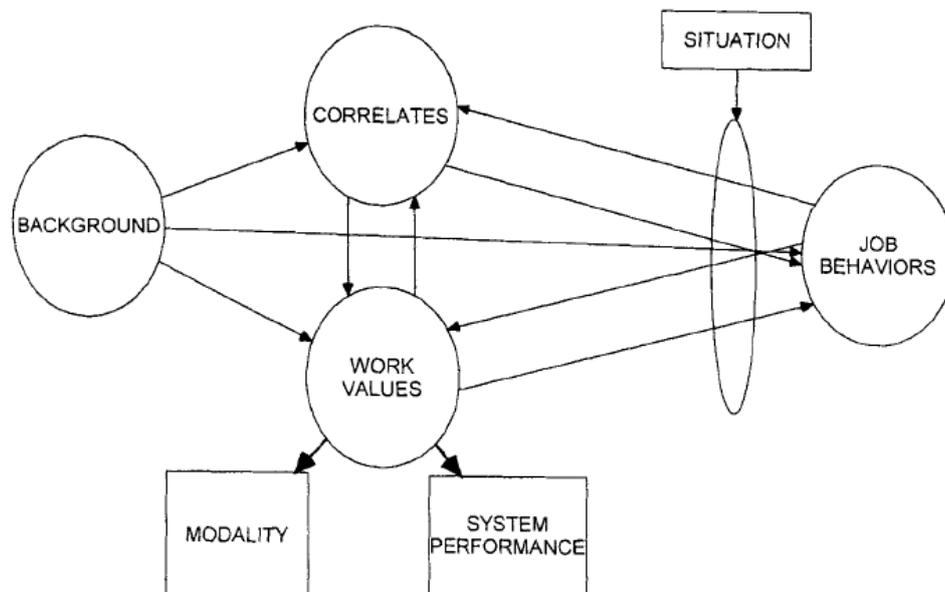
Figure 3 Employee values model by Sagie et al. (1996)

Sagie et al. (1996) argue that work values should be attributed a mediating role. More specifically it means that work values can/ do mediated various factors from the environment

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(work norms, organizational culture, etc.). The advantage of such model is that work behaviours, which are easily quantifiable within the scope of quantitative research (Nord, Brief, Atieh & Doherty, 1988). It is also important to mention that the framework by Sagie et al. (1996) does not view employee behaviours only as individual behaviours. Instead it also perceives any group activity, such as team work, social interactions or collective decision-making, as possible behavioural outcomes indirectly affected by work values. Sagie et al. (1996) also attribute important role of value formation on the specific environment, the researchers distinguish between "weak" and "strong" situations or work environments. Weak environment is a situation where the employees are not provided with clear goals. In such unstructured or poorly structured environments, work values are particularly important as they may provide guidance and determine the course of action (Weick, 1996; Sagie et al., 1996). On the other hand, more structured environments, were there are clearly defined goals and expectations of the employees' performance, as the employees already clearly understand what is expected from them and how they should behave and perform their duties (Sagie et al., 1996). The discussed model by Sagie et al. (1996) provides a number of opportunities to conduct quantitative research and understand relationships between work values and numerous variables. On the other hand, the framework has a major limitation: it is not accounting for a number of demographic parameters, especially such as age cohort, which has been discussed as a key determinant of work values among employees (Helyer & Lee, 2012; Gursoy et al., 2013; Stanley, 2010).

Another major attempt to explain the essence of value was made by the creators of the labor theory of value, according to which value per se, without any further explanation, should be linked to the amount of effort (or labor) needed to produce or market a given commodity (a product or a service) (Pilling, 1972). Ricardo and Marx, developers of the theory worked hard on connecting and quantifying labor components to develop a theory that would explain the

origin of the price of the given commodity, as well as its value in the eyes of the customer (Pilling, 1972).

2.2.3. Work values within the context of the UAE

It is argued that most of the research dedicated to understanding employee values has been conducted in the United States, or in Europe (Whiteoak et al., 2006). It is argued that the UAE provides an extremely interesting context to understand work values due to its economics and recent history (Whiteoak et al., 2006; Barrick, Mount & Li, 2013). Since the recent discovery of the vast oil reserves within the country, there has been major economic and social changes which significantly affected culture, position and environment within the country (Rees, Mamman & Braik, 2007; Jordan, Connolly & Vest, 1985). Whiteoak et al. (2006) point out that almost overnight the UAE has shifted from being a state heavily dependent on farming, to being an ultramodern society with high per capita income and a number of booming industries, not limited to petroleum.

The researchers discuss a number of specific factors differentiating Islamic work ethics (IWE) and values from those of the rest of the world (Danet, 1989; Whiteoak et al., 2006). For instance, one of such differences is based on the attitude towards wasta. Wasta within the Islamic society refers to some mediating act or entity, which/who participates in the process of negotiation representing one of the parties (Cunningham, Sarayrah & Sarayrah, 1994). According to Whiteoak et al. (2006), there is a profound difference in how older and younger generations of employees in the UAE perceive the role of wasta within the workplace. The researcher argue that while older generation remains loyal to the power of tradition, younger employees find wasta old-fashioned and consider themselves empowered and educated well enough to make independent decision without involving third parties (Whiteoak et al., 2006). Attitudes to women at work is another important aspect of the value system of the UAE employees scarcely discussed within modern scholarly literature (Whiteoak et al., 2006; Lim,

2015; Lim, 2015a; Lim, 2012). According to Salloum (2003), during the last decades there has been observed a significant growth of the proportion of women employed within the UAE public and private sector. Between the 80s and 90s the proportion of women among the UAE workforce has gradually increased from only 5.3% to 16.3% (Whiteoak et al., 2006). In line with state developed measures to increase female presence within public sector, Whiteoak et al. (2006) report that the proportion of women in some public organisations sometimes reaches 40%. At the same time, a number of empirical studies have demonstrated existence of a major problem – perception and attitude towards female colleagues from their male counterparts (Al-Ali, 2008; Ibrahim, Al Sejini & Al Qassimi, 2004; Gallant & Pounder, 2008). For example, women are not viewed as reliable co-workers or supervisors (Mostafa, 2003). Whiteoak et al. (2003) argue that attitude towards women has a strong generational effect: when older employees tend to have more negative or sceptic attitude towards female colleagues. Younger employees, on the other hand, are often more progressive and ready to embrace gender equality principles at the work place (Whiteoak et al., 2003).

2.3. Multigenerational workforce

2.3.1. Multigenerational cohort theory

Modern business environment can be characterized by highly intense rivalry, and in order to survive and succeed, modern organization have to build a sustainable competitive advantage (Murray, 2011). Numerous researchers point out that human asset, such as workforce, became a key driver of organizational success, as it is the employees who determine the company's innovative and leadership capabilities (McDonald, 2012). The global market can be characterized by a stable tendency of increased workforce diversification. The process of globalization facilitates professional and cultural exchange, and modern organizations have to manage highly diverse workforce of mixed age, ethnical and cultural backgrounds. While each employee category can be viewed as a potential source of competitive advantage, they also

bring a number of challenges associated with their specific needs. Njoroge and Yazdaniford (2014) noted that "In motivating today's human capital, organizations have to engage their minds and captivate their hearts, which can be achieved by incorporating social and emotional intelligence. Social and emotional intelligence equip managers with skills to turn challenges of generational differences into positives" (p. 1).

Zemke et al. (2000) discusses modern diverse workplace within the context of the represented employee generations. The present research focuses on work environments that combine three age groups: baby boomers, generation x and millennials. According to Hill et al. (2008), employee experiences and values are shaped by the following age-related factors: biological age (providing some indication concerning development of a specific individual), generation (a historical indicator which highlights belonging to a specific culture), personal experiences and traditions. The present study will concentrate on the generation-based paradigm to explore differences in values of multigenerational workforce.

Multigeneration cohort theory (Sessa et al., 2007) aims to explain why there arise differences in behaviour, attitudes and values among the representatives of the same generation. The explanation may not be as straightforward as it may seem, as the theory itself contradicts the traditional and established point of view according to which people change with their age, as they pass the specific phases of their life: youth, maturity and senior age (Mannheim, 1972). The alternative theory, the so-called maturational theory, relies on the assumption that characteristics of one's behaviour and values is majorly determined by his/her age continuum. Therefore, one of the key differences between the two conflicting views is that the proponents of the generational cohort theory view age (or rather generation) as a categorical variable (Mannheim, 1972; Sessa et al., 2007), while its opponents supporting the maturational theory argue for its linear nature (Wyatt, 1993). There are arguments supporting both points of view, and contrary to what is argued by Sessa et al. (2007), both theories have the right to co-exist.

The choice of the theory may be determined by a specific managerial problem in focus, or whether the researcher tends to view generation as a social or a biological phenomenon (Mannheim, 1988). According to Sessa et al. (2007), the differences in generational attitudes and values are determined by six characteristics, namely:

- Exposure to a traumatic event (e.g., a war, depression, famine, etc.);

- A major shift in demographic patter that has a profound effect on distribution of resources within a given country/ economy;

- A time period that connects a given generation to a major win or failure (winning or losing a war, the Great Depression, etc.);

- Existence of a collective memory based on social, cultural or political event;

- Presence of key figures that serve as mentors;

- Presence of professional people who may serve as role-models (e.g., Steve Jobs).

Although being somewhat subjective, the list of key factors suggested by Sessa et al. (2007) offers a comprehensive insight into possible factors that may underline the complexity of the existing differences in work values among the multigenerational workforce. These factors, in turn, may help better understand the advantages and disadvantages that are a result of employing representatives of different generations, which will be discussed in greater detail within the next subsection of the present thesis.

2.3.2. Employing multigenerational workforce: advantages and pitfalls

According to Heyler and Lee (2012) multigenerational workforce is becoming a more widespread phenomenon than ever before, as more representatives of Generations Y and X enter the job market across the globe, thus joining Veterans and Baby Boomers. The researchers argue that managing and leading multigenerational workforce, although highly beneficial, also encompasses a number of major challenges, as according to Stanley (2010), "…each generational group have their own unique experiences, values, gender issues, tensions,

problems and approaches to team working" (p. 848). Dwyer (2009) points out that workplace diversity may be seen as a source of potential competitive advantage as it adds depth and value to the scope of a given organization. However, this increased diversity, also has a potential of introducing adverse effects on employee performance, which in turn may positively or negatively affect achievement of the established organizational goals (Dwyer, 2009). Dwyer (2009) discusses a bright example of such diversity, when older employees are more likely to be loyal to the organization, stick to the standard schedule concerning working hours and days, and choose for more conservative dressing style. On the other hand younger employees, on the contrary, demonstrate loyalty to their chosen career path as opposed to the organization employing them; and often prefer flexible working hours which accommodate their family and social needs. These employees, as pointed out by Weston (2001), are also more likely to make some sort of statement as far as their clothing style or behaviour. Dwyer (2009) argues: "While most experts suggest that these changes will enrich the workplace and can be managed, leadership is critical to creating positive outcomes" (p. 106).

It is argued that workplaces which have employees from four different generations, is not something new. However, traditionally, there existed a strong hierarchical segregation of generations, with more older employees occupying higher rank managerial positions, while younger workers were assigned beginner-level positions (Weston, 2001). However, modern organisations are characterized by less hierarchical, and more flat structure, and therefore more younger stuff occupies higher rank positions and actively engages in discussion or even confrontation with senior staff (Stanley, 2010; Weston, 2001). The researchers argue that throughout the continents generation Y is starting to take upon key positions throughout organizational hierarchy, which brings new perspectives and issues (Sturman, 2012; Lim, 2012; Lim, 2015a). According to Tulgan (2004) modern organisations have to become increasingly aware of the various stereotypes, work value differences and needs of

multigenerational workforce. As pointed out by Stanley (2010) and Smola and Shutton (2002), within modern organisations four generations may simultaneously share responsibilities or occupy similar positions; at the same time it is important to remember that these generations may significantly differ in their personal values, communication style, overall attitude towards work. The existing differences in ethics, values, styles of communication and team work, may even lead to conflict situations, which negatively affect overall organizational performance (Ulrich, 2001). Therefore it becomes crucial for the organizational leaders and managers to know and understand needs, values and attitudes of these different generations to effectively address these potential conflict situations and enhance overall employee efficiency (Stanley, 2010).

A number of researchers have focused on identifying challenges associated with employing representatives of different generations within specific professional contexts (Cekada, 2012; Stanley, 2010). Stanley (2010) argues that such aspects as recruiting and retaining nurses of multiple generations become a major issue, as each age group should be differentially targeted and motivated. The researcher also reports interpersonal conflicts originating from differences in work ethics among nursing stuff, which negatively affect patient care (Stanley, 2010). In addition to that, Weingarten (2009) reports increased absenteeism and decreased employee motivation directly resulting from such confrontations.

A number of studies have also been focusing on understanding how specific age cohorts interact and collaborate together (Kidwell, 2003; Kunreuther, 2003). For instance, it has been suggested that when more individuals of generation Y enter the workplace, managers observe an increased tension between the latter and baby boomers. According to Kunreuther (2003) this conflicting situation originates from the fact that baby boomers and generation Y have different attitude towards management and leadership. While Y-ers are most likely to embrace the change and follow new approaches towards work, baby boomers are overall rather resistant

to change, and view new requirements and guidelines as a threat to their position within the company (Kunreuther, 2003). To address such challenges and conflict situations a number of approaches have been suggested. For example, Kidwell (2003) argues for the utilization of continuous quality improvement (CQI) approach, which enhances implementation of necessary changes within the work process through more gradual familiarization of employees with these changes. CQI also emphasizes the importance of change and decision-making process, crucial to dealing with potential work place conflicts (Kidwell, 2003). Kunreuther (2003) highlights importance of cooperative learning and training programs that facilitate communication and understanding between baby boomers and generation Y. According to the researcher, baby boomers should be taught and encouraged to value contribution from younger colleagues as well as being more open to share their highly valuable experience (Kunreuther, 2003).

Heyler and Lee (2012) point out that potential conflicting situations may arise between all of the age cohorts, currently co-existing within the modern labour market and organisations. For example, the researchers argue that Generations Y's and Baby Boomers frequently collide due to the fact that the latter strongly prefer autonomy and hierarchy, while younger employees are more likely to work in teams and enjoy flexibility of organizational structure (Heyler & Lee, 2012). In addition to that, Generation Y's are always ready to challenge the established order and routines, e.g. challenge management approach, etc. Although usually specifically discussed within the context of Baby Boomers and Generation Y, the problem outlined above concerns any two generation cohorts, as an ability or desire to challenge established view is often characteristic to younger people, who enter the world of adults with energy to change things, but little experience to implement it. This attitude always triggers some negative feelings from the older generation (Dwyer, 2009). Penna (2008), however warns that although there are clear differences observed between the representatives of different age cohorts, the multigenerational cohort theory should be viewed with a certain caution, as personal experience

may easily override the set of values expected from an individual belonging to a specific age group.

2.3.3. Multigenerational workforce within the context of the UAE

There has to date been published very few studies concerning multigenerational work environment in the UAE. Some known empirical studies include: Lim (2015), Lim (2015a), Whiteoak et al. (2006), Wils et al. (2011). Lim (2012) argues that currently the UAE are undergoing a major demographic change, based mainly on the entrance of a large number of employees from the Generation Y. Both public and private organisations should view this trend as a major opportunity to enhance their performance and use it to enhance the UAE`s economic growth and development. At the same time there is an apparent lack of information concerning work values, attitudes and motivation of the Generation Y within the specific context of the UAE (Wils et al., 2010l; Lim, 2012). In addition to this gap in knowledge, the situation is further complicated by the fact that the UAE employees a high number of expatriates. Therefore in addition to differences in work values that may be caused by collaboration of multiple generations, the fact that a large number of locals is working side to side with expatriates, may also add a number of significant differences in attitudes and motivation (Lim, 2012).

Lim (2015) argues that similarly to the cases of Europe and the US, within the context of the UAE, co-existence and collaboration of multiple, up to four, generations of employees is a reality that has to be addressed by organization`s leadership. According to the results of the empirical study, a number of obstacles have been identified when employing multigenerational workforce in the UAE, namely knowledge sharing and teaching-learning preferences among different age cohorts of the employees. Lim (2015) has explored 85 supervisors and 91 supervised employees from three generations: Baby Boomers, Generation Y and Generation X. According to older supervisors, their supervisees often demonstrated low motivation to

learn; while younger employees reported difficulties experienced when communicating their position to Baby Boomers (Lim, 2015).

The study by Lim (2015a) focused specifically on representation of different age and gender cohorts within the UAE petroleum industry. According to the obtained results, little is known of factors affecting values and job satisfaction among the representatives of the Generation Y. In addition to that, according to Lim (2015a), the UAE is failing to tap an important source of human capital – female representatives of the generation Y, educated and professional enough to take on the new challenges.

Wils et al. (2011) have compared work values within multigenerational environments in two distinctly culturally different context – Canadian and the UAE. The researchers have compared four poles of work values (self-transcendence, conservation, self-enhancement and openness-to-change) among different nationals and generations. According to the obtained results, representatives of the generations X and Y in the UAE demonstrated overall less importance to such group of work values as self-enhancement, however were more concerned about self-transcendence when compared to Baby Boomers (Wils et al., 2011). Interestingly, according to the obtained results, somewhat similar patterns have been observed among multigenerational workforce of Quebec, Canada. Therefore Wils et al. (2011) have arrived at the conclusion that there is no specific need to adjust HRM and leadership approaches based on the country of origin; however age cohort does have a significant impact on the work values of an individual. Analysis of scholarly literature demonstrates that current understanding of work values of multigenerational workforce within the UAE is poorly understood and lacks empirical evidence, as well as suitable theoretical frameworks.

2.4. Multigenerational work values

As the present thesis explores work values and differences in such among representatives of different age cohorts, the question arises how such differences come in place. This section

therefore will explore a number of theories that discuss continuity and differences in values among different generations.

Bowen's family systems theory is one approach to understand and explore how differential work values may originate and develop within each given generation (Hall, 1981). The discussed theory, according to Hall (1981), is based on 8 concepts and working hypotheses, which focus on developing an understanding of various emotional systems processes of an individual. These concepts include: process of family projection, self-differentiation, emotional system of family, various societal emotional processes, and most importantly for the present research – multigenerational transmission process (Hall, 1981). As pointed out by Hall (1981): "The strong tendency to repeat impairing patterns of emotional behaviour in successive generations culminates in lowered levels of differentiation of self for certain members of the younger generations" (p. 18). According to Bowen (1974), an individual needs to apply conscious effort to modify or stop such impaired behavioural patterns, otherwise they will be repeated automatically. Therefore, in essence Bowen (1974) argues that family has a very strong impact on behaviours and psychological processes within each family, and strongly promotes continuity of a given tradition, habit or patter, whether it is a good or a bad one. According to the researcher, family-driven and inherited habits and processes can only be interrupted via a conscious effort (Bowen, 1974). Bowen`s family systems theory therefore focuses more on similarities between different generations.

The issue of family and values have been in focus of psychological research since the 1950s when Karl Mannheim has first explored the issues in his seminal work (Mannheim, 1952). According to Mannheim (1952), focus on generations is the key starting point to understand various social and intellectual processes within a modern society. Interestingly, Mannheim (1952) has referred to a generation as a social location, and not a specific group of individuals. According to the generational theory of Mannheim, such notion as generation is existing due

to a number of characteristics of our society: (1) new individuals appear who participate in various cultural and intellectual processes; (2) older participants, on the other hand, disappear; (3) a specific individual can participate only in a time-limited section of a historical/ cultural process; (4) culture can be inherited and transmitted; and (5) there is a continuous transition from one generation to the next one (Parry & Urwin, 2011). Moreover, representatives of one generation share a common birthplace and social context. Due to that they also inherit a similar mind set and overall way of thinking and experiences (Manheim, 1952). However, as pointed out by Mannheim (1952), individuals cannot be assigned to one generation simply because they have been born within the same year. In contrast, "… they must definitely be in a position to participate in certain common experiences so that a concrete bond is created between members of a generation and so that they share "an identity of responses" and a specific way or affinity in which their identity and responses are formed by their common experiences" (Parry & Urwin, 2011, p. 81). Mannheim (1952) postulates that there are two essential elements that contribute to formation of a given generation: a specific location of a given generation with historical time, and a special consciousness characteristics for that historic location. This consciousness is shaped by the variety experiences and challenges relevant to the specific period of time. Moreover, Parry and Urwin (2011, p. 81) discuss the notion of "collective memories", when referring to how different historical events, both local and international, shape perceptions and attitudes of people of a certain age, and formed their memory they will share among themselves. This shared memory serves as a generational imprinting mechanism, that in future will determine attitudes, preferences, tastes and behaviours of an entire generation (Mannheim, 1952). However, as pointed out by Turner (1998), it is not only historical events that contribute to creation of such shared memories, and as a result – shape generations. It is also various cultural events and elements, including but not limited to music, fashion, art, popular culture, that also become shared drivers shaping attitudes and preferences of people of

the same age. Therefore, according to Parry and Urwin (2011), members of one particular generations have a collective cultural field. Different generations are capable of building and developing similar beliefs and attitudes due to shared cultural symbols (Turner, 1998).

The researchers discuss differences between employee generations as being caused by various changes associated with aging, life and career stages, as well as professional experience (Zemke et al., 2012). Cennamo and Gardner (2008) argue that "changes to work and the fact that each generation was introduced to work at differing points in time suggest that work value differences may exist between generations" (p. 892). Work values generational differences can be attributed to a number of trends characteristic to the modern society and work environment: the changed meaning of work, single parenting, and overall expectations regarding work / life balance, growing importance of technology and computer literacy and dual-career (Cennamo & Gardner, 2008; Bernstein, 1997).

Before continuing discussion of multigenerational force`s differences in work values and motivation, it is important to acknowledge that there is an alternative view on the topic. According to Deal (2007), the so-called generational gap is merely an artificial construct, and in reality representatives of different generations do not differ as far as their values and attitudes. The scholar further argues that although the values do not differ, they are expressed differently. Therefore, according to thesis by Deal (2007), employees from different generations have much more in common than they have different. Stanley (2010) notes: "it is not the differences in generational groups that cause conflict, but fundamental organizational failures to communicate well with their employees and issues of power within the workplace" (p. 849). The present paper accepts the dominating view that multigenerational differences in employee values do exist, however also agree with the statement by Deal (2007), that if a given organization is healthy, it is perceived by such by representatives of all generations, thereby placing responsibility for employee relationships and integration on leadership.

According to existing empirical evidence, various generations are characterized by different professional outlook, work ethics, view of authority and their behavior and ability to establish work relationships (Zemke et al., 2012). Tope and Ward (1988) have conducted a longitudinal study of trends within the labor market, which has demonstrated that during a period of 10 years a younger employee is likely to be employed by seven different organisations, thereby suggesting overall low level of loyalty towards an employer. Moreover, Martin (2005) argues that even time perception differs greatly across generation cohorts; for example younger employees such as generation Y report their readiness to engage in long-term commitments towards a given organization. However in their interpretation, this long-term commitment may in fact be equal to one year (Martin, 2005; Cogin, 2012). A number of studies have attempted to understand whether profound differences observed between representatives of two given age cohorts may be attributed to local culture (Murphy et al., 2004; Sturman, 2012). According to Murphy et al. (2004), regardless of their cultural origin, members of generation Y strongly prefer to work less hours when compared to Veterans and Baby Boomers, as they value work-life balance much more.

Zemke et al. (2012) argues that veterans are characterized by dedicated work ethics, while Xers are more balanced, and highly value life / work balance. Different generations also have different perception and attitude towards leadership styles. For example, veterans have traditional values and respect for hierarchical organizational structures where all tasks are distributed and functions clearly assigned (Zemke, 2012). Boomers, on the other hand, more detest strict hierarchical structures and instead appreciate a certain degree of flexibility when it comes to management and leadership. Generation x recognizes and values competence and professionalism, and is less efficient under strict hierarchical role assignment (Jin, 2012; Jin & Rounds, 2012; Zemke et al., 2012).

Baby boomers are often described as idealists and competitors, who tend to dedicate their life to work and career. Once, the most numerous cohort of the job market, nowadays baby boomers are retiring at an ever increasing rate. Generation X, unlike baby boomers is known for its job hopping and lacking loyalty to current employers. This generation is used to doubt authority and many of its representatives are highly innovate and are interested in entrepreneurship. Millennials are the fastest growing segment of the job market, and despite their young age can significantly contribute to the company's performance (McDonald, 2012).

Murray (2011) sees each generation of employee working and processing the work environment differently depending on how they perceive learning and their own personality within the system. A Millennial employee may not see the work in the same context of affiliation or collaboration as the Baby Boomer or Generation X member mainly because they have a situational adaption that allows them the same view on things regardless of timeframe. This does not mean that they do not grow but they seem more flexible and proactive in the 'I' as opposed to the 'we' that Baby Boomers see. Murray (2011) sees how this may create conflict amongst differently aged team member but also how older generations may not have the interest or command of technology that the younger generation has never been separated from. Another crucial consideration when developing a leadership approach towards a multigenerational group, is that of intrinsic versus extrinsic motivation (Cogin, 2012). Intrinsic, or non-monetary motivation has been demonstrated as an important group of approaches that can significantly improve morale and work performance of a given group of employees (Deci & Ryan, 1992). Non-monetary incentives have been demonstrated to positively correlate with such important indicators as creative thinking, willingness to engage in new activities and tasks, conceptual thinking, loyalty towards employer, etc. (Deci & Ryan, 1992; Cogin, 2012). According to Deci and Ryan (1985), in order to develop effective means to motivate employees, one must understand their needs, and ensure that current work tasks are neatly

aligned with their values. Vroom (1964) has developed Expectancy Theory, which postulates that a specific established reward (incentive) will not have any affect on the employee performance and attitude, unless it is valued by the latter. As pointed out by Cogin (2012), if employees of a given organization do not value a specific incentive, they will not adjust their performance under its influence.

2.5. Multigenerational workforce: leadership approach

Sherman (2006) argues that management and leadership of up to four employee generations simultaneously is a relatively new task for many of the leaders, particularly within certain industries. Historically, many of the employees were choosing to retire or at least greatly cut the number of their work hours between the ages of 50 and 56 (Buerhaus, Staiger & Auerback, 2003; Harms, Luck, Kraus & Walsh, 2014). However, as Sherman (2006) suggests: "Changes in life expectancy and retirement benefit plans appear to be shifting this traditional employment pattern" (p.1). For example, within the context of nursing environment, the biggest growing employee generation is considered the one of veterans, due to the fact that a number of older registered nurse specialists choose to re-enter back into their old work (Sherman, 2006; Buerhaus et al., 2003; Brundrett, Burton & Smith, 2010). Cogin (2012) points out that understanding employee values and motivation is crucial to organisations which plan to remain competitive within highly dynamic modern environment. Understanding values of diverse employees is also crucial to being able to attract a pool of professional and qualified candidates. Freedman, Martin and Schoeni (2002) discusses three recent trends that may negatively affect labor market from the employees` perspective, namely – decreasing birth rates, the so-called edging of the Baby Boomers (retiring of older employees), as well as a number of consequent years with low unemployment rates. Michaels, Handfield-Jones and Axelrod (2001) point out that modern organisations encounter more and more obstacles when trying to recruit and find young candidates who are trained and skilled for a given position. Therefore, according to

Cogin (2012) human resource should be viewed as a highly valuable and shrinking resource, which has to be managed and lead with great talent and understanding of needs and values.

As more empirical data has accumulated, leaders from various industries have noticed more frequent occurrence of generational tensions among their employees (Buerhaus et al., 2003; Zemke et al., 2012). Often, for instance conflict situations have been caused by arriving millennials. The researchers argue that although recognized as a valid phenomenon taking place, the issue of inter-generational conflict among employees have rarely been seen as a high level priority issue that requires an immediate intervention. In fact, according to Cahill and Mona Sedrak (2012) most of the leaders adopt a "wait-and-see" attitude, hoping that the issue would resolve itself as soon as younger generations of employees will have enough time to settle in and get used to the new work environment.

While there is little agreement on what specifically constitutes effective leadership of the multigenerational workforce, there are some clearly established guidelines concerning what constitutes poor leadership and managerial practices (Gursoy, Maier & Chi, 2008). As pointed out by Gursoy et al. (2008) a number of companies used to apply a principle of strict organizational hierarchy, the so-called top-down bureaucratic management approach. According to this cost-driven approach, employees are seen as merely a source of profit that should be effectively deployed and streamlined (Lucas & Deery, 2004). Despite the validity of the argument, that human resource, indeed, just like any other one should be utilized most effectively and correspond to the overall strategic goals and objectives of a given organization, it is nevertheless argued that it is important for true leaders to remember that their employees should be treated as human beings, who possess feelings, and are in need of satisfaction and personal growth and development (Lucas & Deery, 2004).

Gursoy et al. (2008) use an example of the hospitality industry in the US to illustrate the growing need for effective and flexible leadership style when managing the multigenerational

workforce. The researcher argues that due to the changing demographics, there is a growing number of internal conflicts within the working environment, and the presence of multiple generations sometimes leads to creation of such attitudes as "us against them" (Gursoy et al., 2008). Ross and Boles (1994) and Gursoy et al. (2008) argue that top-management bureaucratic approach to management and leadership cannot effectively resolve generational conflict among the employees within the hospitality industry. The underlying reason for this is the fact that such highly structural and formal approach fails to account for inter- and intergenerational differences in the employees values, as well as individual attitudes of the workforce (Gursoy et al., 2008). Gursoy et al. (2008) conclude: "The need for understanding differences and overcoming them is crucial in creating positive and fruitful working conditions that are likely to enable hospitality industry leaders to attract and retain workers that will ensure and improve the quality of service delivery and productivity" (p. 449).

Cecada (2012) argues that a true leader has to be able to correctly identify motivating factors, learning styles and professional development needs of his/ her multigenerational workforce. The researchers note that a good leader has to understand that while a baby boomer will be motivated by getting involved into the decision-making process and presence of status symbols and recognition of his/ her work, millennial employees will be less responsive to this type of motivation. Instead this generation is known to value work / life balance as well as freedom and work flexibility (Zemke et al., 2008; Cennamo & Gardner, 2008). Both managers and leaders have to also recognize importance of regular critical assessment of whether their workplace is different generation friendly or not. This can be done by surveying different generations of employees regarding how they experience their current position and how satisfactory is their work environment (Cecada, 2002).

Engagement has been discussed as an important factor to consider by organisational leadership when managing multigenerational workforce (Pitt-Catsouphes & Matz-Costa, 2008; Moen et

al., 2000). Pitt-Catsouphes and Matz-Costa (2008) point out that there is a number of variables that related to employee engagement and facilitate it, however the key remains a fit between values and needs of an employee and organizational policies and programs. Flexibility has been discussed as a key characteristic of a job that is highly relevant and valued to all generations, regardless of their age or career stage (Pitt-Catsouphes & Matz-Costa, 2008). Although, some scholars point out that flexibility may be particularly valuable to elder workers (Moen et al., 2000) and Millennials (Payment, 2008), a vast majority of studies agree that it is an important factor that can positively affect employees motivation through enhancing their personal and career-related outcomes (Hill et al., 2008; Pitt-Catsouphes & Matz-Costa, 2008).

The present study concludes that there is lack of empirical evidence concerning multigenerational differences in work values within the context of educational sector, however a few studies including that of Hannay and Fretwell (2011) have attempted to address this topic. The researchers have identified five crucial areas important to the effective collaboration of multigenerational teams, namely: various communication channels, embracing complex technology, adjusting career trajectories, establishing a fair reward/ feedback system, improving work/ life balance (Hannay & Fretwell, 2011). At the same time, the researchers have noted that the issue of leadership, discussed within the next subsection, and relevant to the topic, was not studied within their work and therefore needs to be addressed by future studies.

2.6. Educational leadership and effective collaboration in educational organizations

2.6.1. Educational sector and leadership

It is argued that the concept of leadership has evolved a lot throughout various industries, and particularly inside the educational sector (Deem, 1998; Robinson, Lloyd & Rowe, 2008). For a long period of time the major (and only) interest towards the role of leadership within educational sector was caused by the fact that various leadership styles and approaches have a

profound effect on the student outcomes (Robinson et al., 2008). Therefore, studies of leadership approaches adopted within schools and universities were mostly aiming at reducing consistent disparities which exist between various groups of students (e.g., based on ethnicity, social background, etc.). A number of studies have empirically demonstrated the relationship between leadership and performance of a given school (Robinson et al., 2008; Edmonds, 1979; Maden, 2001). To our knowledge, there is little empirical evidence focusing on the role of leadership within educational sector in relation to motivation and performance of its employees.

Deem (1998) suggests that for decades a common approach towards management inside academia relied on the assumption that scholars and graduate students form a sort of a community, which interacts and is capable of self-organisation. Therefore, the key senior positions within an academic institution were regarded as leadership ones, rather than managerial. However the approach has started to change throughout the US and the European academia within the last two decades (Moore, 1982; Vroom, 1983; Thomas et al., 2004). Deem (1998) argues that within the context of the UK academia, the change was particularly profound. The universities found themselves accountable for public fund spending and therefore felt the importance of demonstrating to the external stakeholders that they indeed deliver the value for money. At the same time, due to the high tuition fees and increased competition between the different universities to attract top students, the educational institutions found the need to move towards more corporate-style leadership models, along with the increasing role of management in academia (Deem, 1998; Thomas et al., 2004). As Parsell and Bligh (2000) argue:"... learning and leadership are inseparable ... and many opposing values and forces, for example, management and leadership, freedom and discipline, innovation and tradition, need to be amalgamated within an appropriate educational climate to achieve success" (p. 199).

A number of leadership styles have been suggested as effective tools to be applied within the specific context of educational sector. For instance, Randall and Coakley (2007) discuss transformational and transactional leadership approaches as some of the most widely applied ones within the modern more business-like academic atmosphere. Transactional leadership can be considered a more straightforward approach, as under this leadership model, employees are expected to perform certain actions or demonstrate an expected level of performance in exchange to a specific reward (Randall & Coakley, 2007). The model has been developed by Burns back in 1978, and according to Komives and Dugan (2010) is founded on the principle of exchange of beliefs between leader and his/ her followers. It is argued that the so-called leader-follower exchange (or LMX) is central to the theory. The basis of LMX and transactional leadership is in rewarding the employees when they perform an expected (desired) behaviour, and punishing them for not performing it.

Randall and Coakley (2007) argue that this is one of the key differences between transactional and transformational types of leadership. Transformational leaders, on the other hand, believe that not being able to achieve an established goal is already a punishment on its own, while achieving this goal – a major motivational factor (Chemers, 2014). According to Randall and Coakley (2007) both types of leadership have been widely applied within the educational context.

Finally, Komives and Dugan (2010) discuss autocratic leadership as common approach within the educational sector. Randall and Coakley (2007), however, note that the days of such leadership style are mostly in the past. Autocratic leadership style can be characterised by strict hierarchies and decision making process being controlled by one individual – leader. While the approach has been widely criticised for lack of creativity and low motivation of employees, Komives and Dugan (2010) note that such type of leadership is appropriate when organization has to deliver an expected outcome which can be achieved by following a straightforward

procedure or pipeline. On the other hand, when creativity is needed, autocratic leadership style fails to foster out-of-box thinking and problem solving within a given group of employees (Randall & Coakley, 2007).

2.6.2. Challenges and factors influencing leadership in academia, the UAE context

The researchers discuss a number of internal and external factors that shape both managerial and leadership approaches within the modern academia (Thomas et al., 2004; Acker, 2012; Hechanova & Cementina-Olpoc, 2013). As discussed before, the key factor is the growing need to communicate the status of "excellence" to external stakeholders, in an attempt to attract more students and "star" academics (Acker, 2012). Deem (1998) notes that universities often operate under the so-called "quasi-market" conditions. The conditions somewhat resemble market economy, as the institutions have to compete with each other for both, best professional staff and students; while at the same time in many countries, higher education is still majorly sponsored by public funds, and therefore cannot fully enter the free market competition (Deem, 1998; Brundett et al., 2003; Hechanova & Cementina-Olpoc, 2013).

It has to be mentioned that the higher education within the context of the UAE has a number of additional factors and processes, that have to be accounted for and understood when evaluating the role of leadership and multigenerational workforce values specific to the context of the country (Macpherson et al., 2007; Gaad, Arif & Scott, 2006). The higher educational sector has been long criticized for a number of issues, ranging from lack of strategic leadership (Macpherson et al., 2007) to low level of professionalism and inadequacy between the preparedness of students and current market demands (Gaad et al., 2006). At the same time, Macpherson et al. (2007) discuss a number of positive reforms that are aimed at improving the current level of higher education in the UAE, which in turn should help the to reach the key strategic goal of the country – diversification of its economy.

Raven (2011) further points at the inadequate leadership within the educational sector of the UAE, as one of the reasons that have led to a major unemployment imbalance, currently observed in the country. The local young citizens are currently highly underrepresented among the employed population, which is also partially due to the ineffectiveness of the current higher education institutions of the UAE (Raven, 2011; Macpherson et al., 2007). Adam (2000) argues that women could be a potential solution to the leadership problem inside the UAE academia. The researchers discuss a number of constraints that prevent women from professional growth within various industries of the UAE economy, however note that traditionally the educational sector enjoys a relatively high proportion of female tutors and professors (Adam, 2000). Women have been discussed as possessing unique leadership and managerial approach, with a strong emphasis on communication and developing relationships among the professional teams (Hechanova & Cementina-Olpoc, 2013), which could have a strong positive effect on conflict resolution and overall management of the multigenerational workforce within the context of the UAE higher educational institutions. At the same time it is important to realise that there is a number of structural and institutional barriers for women-leaders within the UAE society and academe. According to the results of the study by Adam (2000), a number of professional academics of female gender chose not to pursue higher rank leadership positions within the UAE institutions due to the fact that the existing system does not facilitate or help them combine their professional responsibilities with that of wives and mothers. Adam (2009) highlights the role of the professional women in the UAE academe: "Educational leaders used transformational leadership styles, were considered role-models and contributed to decision-making by providing quality decisions based on their experience and expertise. Strategies to assist women in overcoming barriers are recommended because when women start forming an integral part of the workforce, their empowerment and their input in terms of leadership will be a key factor for the UAE governmental goal of Emiratisation" (p. 1).

2.6.3. Leadership approaches adopted within educational institutions

2.6.3.1. Collaborative and shared leadership approach

Collaborative leadership approach emerged with an understanding that some of the complex business practices cannot be managed via traditional top-down approach, but instead require existence of complex webs of relationships that spread both vertically and horizontally within a given organisation (Lambert, 2002). In addition to the necessity of having such complex relationships within a given organisations, Parsell and Bligh (2000) argue that it is also necessary for modern leaders to establish long-lasting and strong relations across multiple organisations, both private and public. For example, for a CEO of a given business it may be highly beneficial and important to build relations with local community and government, which can help him/her build new collaborations, find talented staff and prove their commitment to community (Parsell & Bligh, 2000). Within the scope of the present topic, collaborative leadership may serve as an important effort to connect leaders of different generations within the scope of one project or goal.

Lambert (2002) argues that the days of a sole leader of an educational institution are over, and a true modern leader has to seek and establish the so-called shared leadership approach. The researchers stress that even though the key role of a leader is in envisioning a certain strategic goal and making followers see it and contribute to its achievement, the key responsibility of a leader within the modern educational organization is empowerment and creation of effective, independent and active units (i.e., groups) that can help contribute to the process of innovation and modernization (Starratt, 1991; Lambert, 2002).

Shared leadership can be characterized as a widely distributed leadership which involves not only the top management, but also other parties – team leaders, team members, etc. Lambert (2002) compares shared leadership to horizontal leadership type, as opposed to more hierarchical or vertical leadership style, where the top manager is responsible for all key

decisions and the decision-making process does not involve consulting with group members. Within the context of a given research, educational leaders trying to innovate and improve current performance of their organizations through empowering and engaging others have to be aware of existing differences in opinions and values of their teams, and ensure that the developed strategic decisions benefit not only institution as a whole, but also diverse groups of employees, including representatives of different generations.

2.6.3.2. Leadership and the process of change

The researchers argue that leadership in general, and leadership within higher education in particular is a highly dynamic process, like development of education itself (Parsell & Bligh, 2000). Starratt (1991) highlights that while educational needs and preferences change according to the external factors, so does the educational system itself. Therefore, leaders have to keep focus on such process as change, whether it concerns some minor and short term events, or long-term goals (Parsell & Bligh, 2000). Leaders are also advised to focus on the overall effectiveness of the educational system as opposed to competencies or characteristics of individual employees (Super, 1973). Within the context of the present research, this means that leaders have to be ready for continuous change, which also affects generational composition of their workforce, and be ready to take decisions that benefit a team as a whole, and not just a dominant group (i.e., millennials or baby boomers). Parsell and Bligh (2000) note that educational leadership should mainly focus on human relationships and recognition of values and qualities that are important for the educational process.

Engaging leadership approach has been discussed as pivotal to establishing healthy relationships and getting things done within the scope of both public and private organisations (Parsell & Bligh, 2000). Engaging leadership approach is concerned with keeping employees engaged and connected, so that they actively participate in company`s day-to-day decisions and take an active part in achieving the established goals. Although it is possible for a given

company to achieve an effective performance without engaging its employees, according to Starratt (1991) such approach would not last long and will not allow an organisation to sustain the achieved results. Engaging leadership, on the other hand, helps an organisation not only improve its performance but also build a sustainable competitive advantage (Parsell & Bligh, 2000).

Randall and Coakley (2007) advocate for the importance of the so-called adaptive leadership approach when facing a specific challenge within an educational institution and developing a strategy to effectively tackle it, or initiate the change. The principle underlining adaptive leadership is rather different from those defining transactional and transformational leadership models. Randall and Coakley (2007) suggest to view the approach as a process, as opposed to a collection of individual beliefs and principles of a leader. According to this approach, leaders should focus on the specific existing problems and depending on a specific situation, modify their approach to leading the followers (Heifetz, Kania & Kramer, 2004). Randall and Coakley (2007) point out: "… this type of leadership should compel all stakeholders invovled in work towards a solution through debate and creative thinking, identifying the rewards, opportunities, and challenges they will face" (p. 326). Another key strength of the discussed leadership approach is its emphasis on involving all the stakeholders into the decision-making and problem-solving processes. This approach should therefore ensure that representatives of all the employed generations get to participate and express their position within the process aimed at integration and effective collaboration of the multigenerational workforce. Heifetz and Linsky (2002) furthermore argue between the two types of problems an educational institution, or any other organization, may face: technical and adaptive. Technical problems are well-defined, and often – standard (e.g., problem within the supply chain, etc.). At the same time adaptive problems are less standard and more complex; solutions to these problems is usually unknown (Heifetz & Linksy, 2002). The present thesis argues that different values of the

multigenerational workforce is exactly the second type of the problem – an adaptive one, as it lacks a clear solution that could be applied within any organization. Therefore, an adaptive form of leadership may potentially be the most promising approach to understanding, and eventually solving the problem.

2.6.3.3. Educational leadership: keeping strategic goals in focus

As demonstrated above there is no single leadership approach that is adopted to manage multigenerational force within an educational section, which would ensure a 100% result. On the other hand, there is a number of important strategic considerations that every leader should keep in mind when addressing the problem of different workplace values among his/ her followers (Acker, 2012; Heifetz et al., 2004). One of such issues is keeping a bigger picture in sight and ensuring that the practical managerial steps that would allow to avoid internal conflicts and increase employee retention.

One of such steps is ensuring that the strategic goals of a given institution are aligned with the leadership approach towards multigenerational workforce (Jenkins, 2008). Jenkins (2008) argues that most of the organisations hire a specific professional to perform a given function, and thereby neglect most of his/her potential and future career. This situation leads to the problem when an individual never reaches his/ her potential due to the fact that he/ she is never challenged. Instead, it is advised that organisations develop a full knowledge of each of the employees' potential capabilities, which will help to leverage these capabilities in future (Jenkins, 2008). A true leader has to find a perfect balance between providing more senior employees to be able to comfortably stay in their current function or develop at their own pace, and enabling and empowering younger employees to continue their growth with challenging opportunities and career development programs (Acker, 2012; Vroom, 1983).

The present study argues that the theories of multigenerational workforce values and shared leadership are applicable within the context of the present study as they potentially offer a

solution to the problem of lack of communication and understanding between the representatives of different age cohorts. The concept of shared leadership relies on tight interactions between different levels of management, which potentially, facilitates involving all generational representatives in a problem-solving process.

2.8. Empirical studies focusing on multigenerational values within the context of the UAE

A relatively few studies have explored work values of multigenerational workforce (Lim, 2013; Wils et al., 2011). An empirical study has been conducted by Lim (2013), who has examined various work-related issues and values in the Kingdom of Saudi Arabia (KSA) and the UAE. According to the conducted research, some local factors (e.g. major influx of Generation Y-ers and a necessity to fulfil quotas concerning employment of the UAE and KSA nationals) complicated an overall situation. The study by Lim (2013) used a mixed-method qualitative and quantitative approach to gather data from 91 UAE and Saudi nationals. According to the obtained results, when comparing representatives of Generation Y from the KSA and UAE to those from the USA, there were some similarities shared among their representatives from different countries, digital literacy being the key one (Lim, 2013). In relation to a number of other traits, Generation Y-ers from the KSA and UAE shared more values among themselves than with their counterparts from the USA. For instance, the UAE and KSA generation Y-ers emerged as rather conservative and possessed a strong national identity. Lim (2013) attributes this finding to their shared Islam religion, as well as rather traditional national contexts and societies when compared to the USA one. However, despite similar national context a number of differences has emerged including but not limited to the Emirates being more career-oriented and positive about working within the public sector. In addition to that the Emirates Generation Y-ers appeared to be more financially stressed when compared to their KSA counterparts. On the other hand, interestingly, the Saudis were demonstrated to be more distrustful of various

public institutions, which Lim (2013) attributes to their increased access to public information via internet.

According to Wils et al. (2011), Western world can be characterised by relative continuity of values which are transferred in between generations. However, once in a while significant breaks occur when two succeeding generations become distinctly different from one another. Within the context of the Western countries, the generation of Veterans is described as such a break point (Inglehart, 2008). Within the context of the Arab world similar breaks occur (Wils et al., 2011). This discontinuity or break was caused by rapid modernisation of values, technology development and industrialisation of the UAE, coupled with Westernisation. The latter is due to a significant influx of Western expats arriving in the UAE, working and settling there for life. In addition to that, the trade between the UAE and Western world has intensified during the last decades (Inglehart, 2008; Wils et al., 2011). Wils et al. (2011) make an argument that such tendencies, and especially – Westernisation, should have significantly contributed to increased level of education and Westernisation of youth, along with the shifted focus on values related to non-materialism (e.g. environment protection, ethical business practices, etc.). Whiteoak et al. (2006) have performed an empirical study to test this and other hypotheses. The study was based on 241 UAE respondents, who were surveyed in order to understand inter-generational differences in their values. According to the obtained data, younger Arabs (those under the age of 30) had significantly more individualistic values when compared to older generations of Arabs (over 30 years of age) (Whiteoak et al., 2006).

2.8. Summary

Today working place is more diverse than ever before (Lim, 2012). Heyler and Lee (2012) argue that multi-generational workforce represents the vast diversity of work values, different attitudes and beliefs. These differences are due to the different cultural and historical backgrounds different generations grew up surrounded by, however also are partially due to

the differential personal experiences. Shaw and Fairhurst (2008) argue that diversity is the characteristic feature of the 21st century's workplace, and in order to be capable of remaining competitive, modern organisations have to understand differential needs and values of their employees, but most importantly – be able to accommodate them. Heyler and Lee (2012) therefore point out that modern leaders have to acknowledge and understand differences, however build their strategy on the basis of the existing similarities; interaction of these differences and similarities will in turn result in synergies defining organizational culture and ultimately – performance.

Koij et al. (2014) highlight importance of effective leadership and management techniques needed to effectively organize modern workforce that is increasingly diverse as far as its ethnical, social and age composition. Employing individuals representing different generations is associated with a number of challenges (different levels of motivation, differential attitude towards authority and organizational hierarchy), however it is important to remember that each generation can contribute crucial qualities and expertise to the overall organizational goal (Wirtenberg et al., 2007). Diverse workforce is an important asset an organization should be able to effectively manage in order to build a sustainable competitive advantage that is difficult or impossible to replicate for its competition (Carpenter & Charon, 2014). Companies must have a workforce prepared for change but also flexible leadership with appropriate managerial tools to create long-standing bonds inside diverse multigenerational teams. Value systems and motivation factors are not only determined by how the employee sees his or her purpose, but also by their social background which is important for an effective leader to understand when designing professional development, incentive and motivational interventions and programs. Understanding of these values and factors that drive employee's behavior can help the organization turn its workforce into the most valuable asset (Capelli & Novelli, 2013; Catellano, 2014; Wirtenberg et al., 2007).

The focus of the present thesis is leadership within the context of the UAE educational sector. It is argued that currently the workforce market in the UAE is undergoing major changes similarly to labour markets in the US and Europe, with more Baby Boomers and Veterans retiring and Generation X and Y entering the workplace (Lim, 2012; Lim, 2015; Lim, 2015a). Although there are no empirical studies dedicated to multigenerational workforce of the UAE within the educational sector, the present study hypothesizes that all of the challenges discussed within the scope of other industries and sectors (Lim, 2015) may be relevant to the educational sector as well. It is argued that modern academic environment has greatly changed and is now much more competitive and aligned with market demands. The institutions experience the pressure of needing to be transformed to suit the ever increasing expectations of internal and external stakeholders (Randall & Coackley, 2007). The universities have to compete for the students and staff, and at the same time experience an overall decline in state funding, multigenerational workforce, low level of employee retention, etc. (Newman et al., 2004). Although, the educational sector of the UAE does not face many of the discussed challenges, it does have to address the issue of a multigenerational workforce, and arising differences in employee values (Lim, 2015a). The present chapter concludes that there is an evident lack of theoretical and empirical evidence concerning leadership approach to the values of a multigenerational workforce within educational sector in general, and the UAE one in particular. The present thesis will attempt to address the gap by carrying out an empirical study in the UAE.

CHAPTER 3: METHODOLOGY

3.1. Chapter Overview

This chapter conducts a critical overview of the methodological toolkit adopted within the scope of the current research, namely research approach, data collection tools, sample site and population and data analysis process. In addition to that, the chapter provides an overview of the ethical issues, as well as limitations and delimitations of the current study. The goal of the chapter is to carefully describe the conducted research procedures and justify the chosen approach in the light of the relevant scholarly literature, as well as the previously established research goals, questions and objectives.

3.2. Research approach

Malhotra (2008) argues that research design can be viewed as a blueprint of the conducted research. Research design, furthermore, characterizes and carefully discusses all the procedures and steps adopted to collect, analyse and present data (Saunders et al., 2011). The researchers discuss a number of approaches towards research design, more specifically: descriptive, exploratory and causal (Saunders et al., 2011; Malhorta, 2008). The choice of the specific approach, according to Cresswell (2009) is determined by the goal of the researcher. For instance, exploratory research may be adopted to gain preliminary information concerning the phenomena or specific setting which are poorly understood and have not been properly researched to date. On the basis of the results obtained from the exploratory study, the researcher may formulate hypotheses and conducted further more constructive investigation (Creswell, 2012; Tashakkori, 2009; Saunders et al., 2009). Descriptive research, on the other hand, is dedicated to characterization of a process or phenomenon that has already been clearly defined. In addition to that, such approach may help better characterize variables relevant to the studied process or phenomenon (Creswell & Clark, 2007). Lastly, causal research is based on experimental setup which is considered the most suitable approach when aiming to establish

the cause and effect relationships between the studied processes or phenomena (Churchill & Iacobucci, 2005; Saunders et al., 2011). The present study is mostly **exploratory in nature**, as it attempts to characterize the work-related values among representatives of the three generations (Millennials, Baby Boomers and Generation X-ers) within poorly studied and understood context – the UAE higher educational institutions.

The present study, as discussed above, is mostly exploratory as it attempts to address the understudied issue of differences in work values among representatives of three age cohorts in the University of Zayed and University of Abu Dhabi. Exploratory approach, as a general rule, is adopted as an initial stage to gain better understanding of the process or phenomenon of interest (Churchill & Iacobucci, 2005). Descriptive research, on the other hand, could not have been recruited as the issue of multigenerational workforce values, and leadership approach towards it have not been assessed within the chosen study context – higher educational institutions of the UAE. According to Mugenda (1999), the discussed approach is rather flexible and is easy to be adapted to the specific research goal in focus.

In line with the argument by Saunders et al. (2012), the present study has recruited experts in the specific subject (employees of the higher educational institutions with experience of holding a managerial position) to better investigate the poorly understood topic. Moreover, Saunders et al. (2012) point out that a major advantage of exploratory research is in its flexibility, which allows to change the general research direction based on the intermediate results obtained by the researcher or interesting findings suggesting new opportunities to investigate. However, within the scope of the present research, the research has remained consistent with the initially established research goals, questions and objectives and has not altered the overall direction of the investigation. However, in line with the argument by Patton (1990), while the initial topic of the research was rather broad during the proposal development stage, later on based on the conducted literature review the focus became more narrowed down

towards the problem of the role of leadership within the studied context – the UAE higher educational system and multigenerational workforce. Jaeger and Halliday (1998) argue that the key characteristic (and advantage) of exploratory research is that it allows to conduct research without a formulated hypothesis, however studies like that provide results that serve as a foundation for generation of hypotheses and identification of promising directions for future research. The present study, in line with these considerations, has chosen exploratory research to investigate the relationship between leadership approaches and work related values of multigenerational workforce within the UAE higher education institutions.

3.2.1. Research philosophy

According to Saunders et al. (2012), the adopted research philosophy contains a number of important assumptions in relation to how the researcher perceives the world and research topic. These assumptions in turn have a major impact on a number of practical considerations, such as the choice of the research strategy and adoption of the specific methodological toolkit to answer the developed research questions (Saunders et al., 2012; Johnson & Clark, 2006; Creswell & Clark, 2007). Johnson and Clark (2006) furthermore argue that research philosophy strongly affects the process of knowledge development. When choosing an appropriate philosophical stance, a researcher has to make an informed decision concerning ontology and epistemology (Saunders et al., 2012).

Ontology, according to Saunders et al. (2012), is concerned with how the researcher views reality. Epistemology, on the other hand, refers to what constitutes body of knowledge and how it is constructed. In relation to ontology, the researchers mainly adopt one of the four most common research philosophies – realism, positivism, interpretivism and pragmatism (Saunders et al., 2012; Jaeger & Halliday, 1998). Ontology helps the researcher define assumptions that exist prior to conducting the study. The assumptions, according to Saunders et al. (2009), concern the researcher's commitment to a specific point of view: objectivism and subjectivism.

The researchers argue that both points of views are completely valid and when adopted by the researchers, result credible knowledge and findings (Creswell, 2009; Saunders et al., 2009). "Objectivism portrays the position that social entities exist in reality external to social actors concerned with their existence" (Saunders et al., 2009, p. 110). The worldview of subjectivism, on the other hand, is based on the assumption that the multitude of social phenomena may only exist in the form of reflection of viewer's perceptions of it (Saunders et al., 2009). Epistemology, on the other hand, determines what constitutes appropriate knowledge within a chosen area of study (Saunders et al., 2009). The researcher, for example, may choose to take a position of naturalist point of view when viewing data and resources necessary to build a body of knowledge. For instance, when adopting a naturalist point of view, in order to understand a given phenomenon the researcher will most likely collect quantitative type of data (e.g. financial performance, specific measurements, etc.). This type of epistemological stance therefore focuses on objects, figures and specific facts as representation of a particular phenomenon or reality (Saunders et al., 2011).

The discussed stance is based on the researcher separating her existence from the process of data collection, and this is why objectivism when compared to subjectivism epistemology is less prone to bias. "The resources researcher would place much less authority on the data collected by the feelings researcher, who is concerned with the feelings and attitudes" (Saunders et al., 2011, p. 113). Within the scope of the naturalist stance, the common social phenomena such as perceptions, attitudes and feelings do not exist. The rationale behind such stance is that the discussed phenomena do not have external reality as they cannot be measured using standard positivist/ naturalist toolkit – quantitative tools and methods. While some researchers still argue whether numerical data can provide more reliable information concerning the studied phenomenon in focus (Hayes, 2000), others mostly agree that both stances, objectivism and subjectivism, result in viable findings that can contribute to better

understanding of the phenomenon in focus (Saunders et al., 2009; Creswell, 2009). In addition to that some complex social interactions, according to Hayes (2000), simply cannot be quantified and approached from the point of view of naturalist philosophers and therefore require more subjective qualitative approach.

Creswell (2009) identifies four key types of philosophical stances, namely: transformative, post positivism, constructivism and pragmatism. According to the post positivism worldview (may also be referred to as empirical science), is considered as one of the most traditional and classical approaches in science. As suggested by its name, the post positivism has appeared as a successor of positivism philosophy to critically challenge the established view concerning existence of absolute knowledge. The philosophy of post positivism is based on determinism, therefore accepting that all causes have an impact on outcomes (Saunders et al., 2009; Creswell & Clark, 2007).

The alternative philosophical stance, the transformative worldview, has been created relatively recently during the period of 1980s and 1990s of the last century. The reason why the stance has emerged was that a number of researchers perceived the dominating post positivism view imposing too many structural constraints and laws on the process of research and knowledge accumulation, particularly within the domain of Social Sciences (Creswell, 2009). Unlike with post positivism paradigm, it is quite difficult to specifically describe premises and points of view of the researchers who commonly adopt the philosophical stance of transformativism. However, Creswell (2009) attempts to characterise such researchers as individuals who research such social groups as critical theorists, feminism, postfeminism, indigenous peoples, etc. The key rationale and motivation for creation and adoption of the discussed philosophical stance, is their intention to improve life and conditions of marginalised groups of society, which neither of the previously dominating ideologies attempted to do (Creswell, 2009; Creswell & Clark, 2007). Therefore, researchers who adopt the philosophy of transformativism during

conducting their studies, aim to investigate and improve current social status or living conditions of various discriminated and underprivileged groups of the modern society.

The present research, although dedicated to the issue of diversity through examining challenges and opportunities associated with multigenerational workforce, is not focused on disadvantaged position of any individuals. The study is exploratory in nature, and there is currently little or no evidence concerning whether any of the different age cohorts are in any ways underprivileged within the scope of the UAE educational institutions. Therefore, the researcher has rejected the stance of transformational philosophy as inappropriate for the scope of the present thesis.

The present research is based on the philosophical stance of **pragmatism**. The stance of pragmatism is a rather flexible and adaptive worldview, however according to Creswell (2009), it can be characterised as a philosophy that stems from analysis of specific actions or situations. The researchers who decide to adopt a philosophy of positivism do not limit themselves to one specific methodological approach (e.g. qualitative or quantitative), but instead use a wide variety of research tool to better understand and assess the chosen study phenomenon (Creswell, 2009; Saunders et al., 2009; Creswell & Clark, 2007). Based on this logic, Saunders et al. (2009) argue that the philosophy of pragmatism is manifested through the use of mixed-method approach when researching a specific problem or phenomenon. Creswell (2009) has outlined a number of essential premises that best describe the research adopting pragmatism worldview:

- The researcher does not limit herself to one specific system of philosophical views;

- The researcher can enjoy a full freedom of choice in relation to specific methodological tools that can be adopted to study a particular problem;

- Very often, the researchers adopting the philosophy of pragmatism want not only to explore the chosen phenomenon but discover future practical implications and role of their findings;

- The researchers also often identify and exploit multiple dimensions that exist to their research including social, political, historical, etc.

The present study will utilize pragmatism as a theoretical framework which will allow the researcher to explore the multigenerational values, motivations and relationships within the educational sector of the UAE.

The context of the present study, pragmatism is a suitable framework to adopt in order to understand values, relationships and effectiveness of leadership approaches within multigenerational workforce due to a number of reasons. First of all, the studied phenomena are a direct result of social interactions that are highly complex in their nature (i.e., occur between representatives of different generations, levels of work hierarchy, etc.) and can only be understood when considering social and cultural perceptions and backgrounds of the key participants. For example, older workers, according to Zemke et al. (2008), are often perceived by younger employees as less tech savvy and adaptable, which can create a social conflict due to unwillingness of baby boomers or Xers to collaborate with veterans. These perceptions, however, are often based on stereotypes that are common within a given society, and are not based on employees' own personal experience. Therefore, in this particular case, a social phenomenon (i.e., existence of stereotypes regarding working veterans) may have a strong effect on likelihood of conflict occurrence. It is impossible for the researcher to understand the nature and origin of the conflict without exploring its social basis. It is also impossible for the leader to address an observed issue (i.e., conflict between a veteran and Xer), without dissecting the layers of social norms, expectations and interactions. Within the given research, the author has also studied social norms, interactions and stereotypes that are typical to the chosen country

– the UAE. At the same time, a more objective quantitative approach is needed to determine whether representatives of different generations indeed differ as far as their work values.

3.2.2. Research design: mixed methods

The present research is based on a **mixed-method approach** (Saunders et al., 2012). More specifically in order to understand differences in work-related values of the UAE employees and provide leadership solutions to the identified challenges and problems, the researcher has adopted a combination of quantitative and qualitative approaches. Mixed-method approach, as opposed to mono-method, is based on combination of different data collection tools, and according to Creswell (2009) helps increase overall validity and reliability of the study through triangulation, which will be discussed below in more detail.

According to Saunders et al. (2009), mixed-method approach is a rather broad term that is used to describe a study which draws on both qualitative and quantitative data collection and analysis approaches and procedures. Furthermore, the approach towards research design can be further divided into two distinct groups: mixed method and mixed-model research (Saunders et al., 2009; Creswell & Clark, 2007). Mixed-method research, as argued by Cresswell (2009) is concerned with using two distinct approaches, quantitative and qualitative, sequentially (one after the other) or at the same time, however without combining the two approaches. In relation to practical considerations it means that the resulted qualitative data is approached and analysed using appropriate qualitative toolkit and methodology, while quantitative data is analysed by using quantitative tools, such as for instance statistical analysis. Moreover, during such approach, the researcher usually uses predominantly qualitative or quantitative procedures, depending on the research area or the established research questions. On the other hand, when adopting mixed-model research design approach, the researcher combines qualitative and quantitative research data collection and analysis techniques and procedures (Saunders et al., 2009). Creswell (2009) argues that when adopting mixed-model approach it is important that

the researcher takes into considerations premises of both qualitative and quantitative methodologies early at the stage of formulation of hypotheses or research questions. A rationale for adoption of the mixed method approach is when the researcher would like to conduct interviews at an early exploratory stage of research, and when the actual themes/data emerges, follow up by conducting a more knowledge-driven quantitative study (Saunders et al., 2009; Creswell, 2009).

Mixed-method research design, as discussed by Saunders et al. (2012) is associated with a number of advantages. One of them is the fact that the combination of two tools (usually qualitative and quantitative) allows the researcher to compensate for pitfalls and limitations of one method (Creswell & Clark, 2007; Mugenda, 1999). For instance, within the context of the conducted study, using the Work Value Inventory as a tool to collect quantitative data allowed the researcher to obtain big volume of highly objective data within relatively short period of time. At the same time, this approach did not allow the researcher to understand complex social setting surrounding the issue of multigenerational workforce and identify social factors specific to the studied context of the educational sector of the UAE. However, the adopted qualitative approach based on semi-structured interviews has allowed to solve this problem and provided rich data concerning social setting and interactions between the representatives of different age cohorts, their management and leadership. Therefore, using two different approaches compensates for the limitations of each of them in separate. Saunders et al. (2012) argue that adopting a mixed-method approach provides better, more objective and in-depth understanding of the chosen phenomenon than either of the approaches, quantitative or qualitative, alone.

The present study has utilized a mixed-method approach as it aims to both obtain the levels of significance of differences in work-related values of the UAE educational organization employees, and aims to explore and evaluate effectiveness of various leadership-related interventions to accommodate for the possible differences in values and needs among the

multigenerational staff. In order to achieve these two-fold objectives, the researcher has adopted both quantitative and qualitative methods separately, however in a complementary manner. This methodological solution has helped the researcher to gain advantages of both types of approaches and delivered the following specific benefits to the scope of the present thesis:

- Applying a mixed-method methodology has helped the researcher to answer all of the established research questions, and most importantly – validate findings of one approach by another. For instance, both types of methods used allowed to better understand whether representatives of different age groups indeed have significant differences in their work-related values;

- The use of mixed-method methodology also allowed to gain in-depth thorough knowledge of complex social and cultural context around the studied phenomenon of multigenerational workforce, while also allowing to gain objective evaluation of its work-related values;

- Based on the exploratory nature of the current research, qualitative part of study allowed to identify possible challenges and benefits associated with presence of multigenerational workforce in the UAE academe, as well as determine possible direction for future research regarding leadership approaches appropriate to cope with the studied phenomenon and increase organizational performance.

At the same time, as pointed out by Creswell (2009) adoption of the mixed-method approach makes study design much more complicated. In addition to that using multiple data collection tools significantly complicates the process of data collection and makes the entire research much more time consuming (Creswell & Clark, 2007; Mugenda, 1999; Jaeger & Halliday, 1998). Within the scope of the present study the researcher has also encountered the problem related to time and effort needed to conduct both independent studies (survey and interviews),

as well as to analyse the extensive and diverse data collected as a result of the mixed method approach. At the same time, the researcher believes that mixed method approach has positively affected reliability of the present study as well as added new dimensions (e.g. cultural and organisaitonal context) to the studied problem of multigenerational workforce values and leadership approaches in the UAE higher educational institutions.

3.2.2.1. Quantitative study: rationale for adoption

Saunders et al. (2009) argue that logic adopted when applying quantitative or qualitative research differs greatly. The key reasoning behind adopting quantitative design is to select and study a sample of individuals whose characteristics are representative of the entire population of those individuals. Therefore, within such studies the researcher only resorts to probabilistic random sampling to ensure that study participants are indeed representative of the entire population (Creswell, 2009). In case latter is achieved, the researcher can apply the obtained results to a wider population and successfully extrapolate them. The reasoning underlying utilization of qualitative methodology is quite different (Saunders et al., 2009; Creswell, 2009). When adopting qualitative researcher the researcher aims to select cases that are information-rich, and conduct thorough in-depth analysis of such cases in order to understand and evaluate issues related to the topic of her research (Patton, 2002). Therefore, when conducting qualitative researcher, a scholar mostly resorts to non-probabilistic sampling (e.g. purposive, theoretical). The sample size if often determined by the point of saturation – a moment when recruiting a new study participant does not provide any extra information about the studied subject.

Quantitative studies, as pointed out by Saunders et al. (2009), allows to establish relationships between the studied variables. Quantitative research is concerned with studying phenomena that can be quantified and deals with numerical values. The key strength of such approach is that it allows the researcher to obtain results and assess their significance – which helps

understand whether these results were obtained by chance or not (Creswell, 2009). Saunders et al. (2009) point out that adoption of quantitative approach usually stems from theory. The researcher, based on the available body of knowledge forms research questions or develops hypotheses which are tested using various statistical tests. The major disadvantage of such group of methods is that it does not allow to study a chosen phenomenon in depth through assessing complexity of its social surroundings (Creswell, 2009; Creswell & Clark, 2007).

3.2.2.2. Qualitative study: rationale for adoption

As pointed out by Remenyi, Money, Price & Bannister (2002), qualitative studies most commonly employ participant observations, in-depth interviews or focus group studies as tools to obtain complex and diverse data. Furthermore, the obtained rich data can be analysed by applying grounded theory framework, which allows the researcher to construct subjective understanding and interpretation of the research phenomenon in focus (Saunders et al., 2009; Strauss & Corbin, 1990). The discussed qualitative approach within a study is highly beneficial as it allows not only understand the complex phenomenon but also explore how study participants interact with a given phenomenon or interventions that has taken place (Bryman, 2001). As argued by Remenyi et al. (2002), the discussed approach also allows to identify and understand various social processes and other complexities that surround the studied phenomenon or interventions directed at it.

The qualitative approach has been adopted within the scope of the present study because it helped explore complex social and organizational (educational institutions in the UAE) context surrounding the problem of multigenerational workforce and relevant leadership approaches. As pointed out by Kaplan and Duchon (1988), such approach also allows to explore values and perceptions of the study participants. For instance, within the scope of the present study conducting in-depth semi-structured interviews allowed the researcher not only to gain a better understanding of the phenomenon of multigenerational workforce but also explore

interviewees' attitudes and perceptions of it, as well as inquire about specific HR related interventions that have been adopted to facilitate collaboration of the representatives of different age groups within a given UAE educational context.

As pointed out by Mugenda (1999), within the context of public organisations lack of attention to the problem of multigenerational workforce is one of the major sources of problems related to reduced productivity and organizational performance caused by inefficient collaborations between diversely aged employees. Within the course of the interviews, the researcher has therefore inquired about both managerial and leadership approaches that are/ should be adopted to facilitate needs and wants of representatives of multigenerational force in the University of Zayed and University of Abu Dhabi.

Within the scope of the present study qualitative approach is used to gain understanding of stakeholders' (employees occupying managerial positions) perceptions and behaviours related to the issue of multigenerational workforce. The implementation of qualitative element of the research design has allowed to achieve the following objectives within the scope of the present thesis: (1) to gain deep insight and understanding of the manager's perceptions of the phenomenon of multigenerational workforce with its advantages and disadvantages; (2) understand the complexity of behaviours and interventions adopted within the context of the UAE educational institutions to accommodate the needs of multigenerational workforce, and (3) understand and characterized the most promising leadership related interventions that may help increase organizational performance through better accommodation of values and needs of representatives of different age cohorts currently employed in two of the biggest UAE universities. In addition to that, the application of the discussed research design has allowed to better understand the specific cultural (the UAE) and institutional (educational and public sector) contexts that also influence the phenomenon of multigenerational workforce.

3.2.3. Time horizon

Saunders et al. (2009) discusses two main types of research when it comes to the adopted time frames: longitudinal and cross sectional. Longitudinal research is concerned with studying a specific phenomenon during at least two distinct time points. Such approach allows to not only characterize a specific process but also capture its dynamics (Saunders et al., 2009).

The present study is **cross-sectional** in nature and is focused on a specific period of time. The rationale for adoption of such timeframe are practical considerations along with the previously established research questions. First of all, the scope of the present study is limited by a relatively timeframe, therefore adoption of longitudinal approach would not had been possible. In addition to that, since the goal of the present research was to investigate issues related to values of multigenerational approaches, as well as leadership approaches relevant to the discussed problem, there was no sufficient need to indulge in a longitudinal research as a cross sectional study provided a thorough and sufficient overview of the research problem in focus.

3.3. Data collection

3.3.1. Data collection tools

Therefore the design is fitted to addressing the specific research questions. Due to the fact that the study is aiming to explore complex social phenomena (work values and motivation of three different generations, leadership approach to managing multigenerational workforce), the study will utilize mixed method approach (as it relies on combination of qualitative and quantitative tools) described above. In order to obtain both quantitative and qualitative data, the researcher has conducted **surveys** and **semi-structured interviews** with the professionals employed by Zayed University, and Abu Dhabi University. The surveys will serve to collect demographic data along with work value inventory information (**Appendix 1**). The semi-structured interviews, on the other hand have allowed to gain more interesting insight into the

role of leadership and various managerial techniques when managing employees of three generations (baby boomers, generation X and millennials) that are part of the same work group.

3.3.1.1. Survey as a quantitative data collection tool

Survey research is one of the most commonly used data collection tools, widely utilized in descriptive, exploratory and casual research. Surveys, according to Saunders et al. (2011), is an appropriate tool for inductive studies – the ones that use a top-down type of logic. The present study is inductive in nature, as it is conducted without a previously formulated hypothesis and is exploratory in nature. Survey approach has a number of advantages. First of all, it allows to collect significant amount of data in a short period of time (Saunders et al., 2011). This aspect of the approach is particularly important for the present study as it has a strict timeframe. It is argued that utilization of survey data collection tool helps ensure that the obtained raw data is standardized and the study can be easily replicated by other researchers (Jaeger & Halliday, 1998). The obtained data can be quantified and translated into numerical values using different statistical tools. The limitation of survey approach concerns its inability to unravel complex relationships between the studied phenomena (Creswell & Clark, 2007; Jaeger & Halliday, 1998). The present research relies on distributing 500 surveys (Appendix 1) among employees of Zayed University, and University of Abu Dhabi. The collected data was systematized and analyzed using SPSS, and presented in the form of graphs and diagrams.

3.3.1.2. Semi-structured interviews as a qualitative data collection tool

The present research has used coding technique to identify various re-occurring themes that can help understand relationships between generations, work values, motivation, leadership technique and managerial practices. Saunders et al. (2011) discuss semi-structured interviews as one of the most beneficial methods to research management and organization performance related issues. Semi-structured interviews can be described as an interviewing process where an interviewer has a list of prepared key questions, however at the same time also enjoys a

certain degree of flexibility to slightly alter the course of an interview if an interesting topic emerges within one of the interviewees answers (Saunders et al., 2011).

In order to conduct a semi-structured interview, an interviewer has to be well prepared and exactly know the planned course of the discussion; the interviewer should also be able to maintain control of the conversation and direct it towards the necessary topic if an interviewee goes off track. Conducting an interview is a time- and effort-consuming process, however it allows to collect deep and complex qualitative primary data that can unravel interesting interactions between the studied phenomena. The present study has conducted a series of semi-structured interviews with 30 professionals from Zayed University and Abu Dhabi University **(Appendix 3)**. The existing time constraints has not allowed to conduct more than 30 interviews. The interviews were audio recorded, so that the transcripts can be carefully analyzed and processes in order to avoid any misinterpretation. The research has used the coding technique to screen the responses for re-occurring themes, which has allowed to identify key patterns and relationships between the existing themes. Data obtained through surveys and interviews was presented in the form of diagrams, graphs and narrative and used to answer the previously established research questions.

Semi-structured interviews, as suggested by Saunders et al. (2011), are fundamentally different from surveys. The goal of conducting an interview is to understand complex patterns of information, and build relationships between emerging themes. The data collected through conducting interviews is qualitative in nature, and therefore cannot be understood using standard statistical tools. Skjelsbæk (2016) and Gustafsson et al. (2016) argue that qualitative interviews are becoming one of the most commonly used tools to conduct qualitative research and that qualitative research in general has gained significant amount of recognition since the beginning of the 21st century and is commonly used in social sciences to study complex phenomena and behaviours.

Skjelsbæk (2016) and Gustafsson et al. (2016) note that the interpreter has an important role during the course of the interview and should not be perceived merely as a conveyer of words. Instead, according to Brinkmann (2014), the interviewer should be seen as someone who has a major influence on what the interviewee says, what is recorded and how the specific replies are given and reflections are made. In addition to the important role of the interviewer, Brinkmann (2014) discusses relevance of social and ethnic context in relation to the outcomes of an interview. For example, the researcher argues that when interviewing Chinese respondents, as they "… tend to search for the correct answer to the interviewer's question and also express a wish to move on to the next question once the first one has been answered. This breaks with the qualitative researcher's preunderstanding that there is no one correct answer in a qualitative interview (but rather multiple stories to be told)…" (p. 4).

Hawamdeh and Raigangar (2014) have discussed a number of approaches characteristic to Arab respondents when participating in a semi-structured interview. First of all, according to the empirical study of nurse practitioners, the respondents have often asked researcher after answering his question whether they have provided a correct or sufficient answer. The researcher was expected to confirm it by saying that yes, they had (Creswell & Clark, 2007). Similarly, during the scope of the present research when conducting in-depth interviews the researcher has often heard questions similar to: "Have I responded to your question?", "Right?", "Is that enough?", "Did you want to know this?". Similarly to Hawamdeh and Raigangar (2014), when hearing such questions the researcher has simply provided the respondents with a polity confirmation that they have provided sufficient information. Bohnet, Hermann and Zeckhauser (2010) and Hawamdeh and Raigangar (2014) argue that for the Arab interview participants it is important to be of the same background with the interviewer in order to feel comfortable during the process of interview. The researchers therefore recommend to adjust a number of things during the interviews with Arab participants, including spoken

language. In line with this consideration, the researcher has conducted the interviews in Arabic although most of the study participants spoke excellent English. This approach, according to Bohnet et al. (2010), is an effective way to make a respondent relax and build an emotional connection with the interviewer which positively affects content of the obtained interview narratives.

It is also interesting to note, that after the course of the interviews a number of participants have expressed concern whether their replies or professional experience could really help the study. Hawamdeh and Raigangar (2014) argues that such questions demonstrate that Arab respondents often question value of their responses. Finally, during the course of the interview, as discussed by Weizman et al. (2007), the respondents were often awaiting confirmation from the interviewer that they are going in the right direction or giving responses that make sense. Instead of interrupting the course of the interview, the researcher had simply provided them with confirmation by saying: "mmmm", "hmmm", or nodding and making other mimick signals that the respondent is on the right track and her answers make sense and are helping the study.

Cooper, Schindler and Sun (2010) define semi-structural interviews as an exchange of information conducted verbally. The exchange is facilitating through the interviewer trying to obtain this information by asking questions which were developed in advance (Cooper et al., 2010). Despite the fact that the interviewer prepares to conduct an interview by preparing a list of questions, the discussed approach to data collection is still characterized by a high degree of flexibility. Once finding a reply interesting, controversial or relevant, the interviewer may choose to further elaborate or explore the issue through asking a series of follow-up questions (Cooper et al., 2010). Similarly to the issue discussed by Cooper et al. (2010), the researcher has developed a list of questions which were asked to the target group (30 employees of Zayed and Abu Dhabi Universities). The interviewees were met in their formal setting – work offices,

university halls, campus rooms to discuss the topic of multigenerational force and leadership in the context of the UAE. Brinkmann (2014) argues that one of the major challenges associated with conducting a semi-structured interview is to ensure that the interviewees adhere to the main topic of the study, while at the same time feeling comfortable enough to interrupt the interviewer to share their own perception or experience and reflect upon the suggested topic, which is highly valuable due to the fact that it can significantly enrich the study.

Saunders et al. (2009) discuss an issue of outsider/ insider researcher in the context of primary data. Researcher conducting an empirical study within the instruction or environment he/ she is familiar with can result in great advantages. For instance, familiarity with local staff can make access to the study sample population much easier and eliminate a number of obstacles such as gatekeepers and such. In addition to that, during the interview with somebody familiar, individuals may feel more at ease and more willing to provide information to the research questions (Saunders et al., 2009; Creswell, 2009). Brinkmann (2014) argues that when conducting research of sensitive topics (e.g. gender studies, studies of minorities and underprivileged groups), it may be highly beneficial for the researcher to be an insider to be able to obtain any sort of information related to the studied topic. On the other hand, when being a complete outsider, the researcher may find it difficult to recruit participants, establish emotional connection with the interviewees and obtain relevant information. Within the scope of the present study, the researcher has experienced a partial insider. Such characterization is best suitable to describe the researcher's status due to the fact that although the researcher was not familiar with specific professional setting (Universities of Zayed and Abu Dhabi), however the researcher was the UAE national and therefore had proper understanding of economic and cultural context of the environment where the interview was taking place. This status has made the process of interviews and survey data collection easier for the researcher.

Finally, researcher's behaviour is another important consideration when planning and conducting interview based research (Saunders et al., 2009; Creswell, 2009). Saunders et al. (2009, p. 156) point out: "The relatively greater level of control associated with interview-based techniques should be exercised with care so that your behaviour remains within appropriate and acceptable parameters. In face-to-face interviews, you should avoid over-zealous questioning stressful for your participants". Indeed, during the first interviews the researcher has learned the necessity to stay calm, polite and respectful even if the respondent is not providing a (sufficient) answer to the posed question. In addition to that during the debriefing session, the researcher has informed all of the study participants regarding their rights in relation to the conducted interview. For instance, one important right each participant could exercise concerned their right to withdraw from the research in case they change their mind or feel intimidated by the topic/researcher, etc. In addition to that, throughout the course of informal and formal conversations, in line with the argument by Saunders et al. (2009), the researcher has made it completely clear that the respondents had a right to decline and not answer any question they did not feel comfortable answering. Indeed, during the course of the interviews, some of the respondents felt uncomfortable answering two questions – question related to them viewing themselves as a representative of their age cohort, and the question concerning differences in leading and managing multigenerational workforce when compared between the UAE and Western countries. Since the researcher has informed the study participants regarding their rights, they have simply chose not to answer these questions. For instance, the Respondent 13 has refused to answer the question related his role in representing work values of his age cohort:

> "I do not think of myself in these terms. I also find stereotyping related to age a negative phenomenon. It can have very detrimental effects on relationships within an

organization. So I am against any stereotypes related to age, race or gender. This is my professional position as an HR specialist". (Respondent 13)

In line with considerations outlined by Saunders et al. (2009), the researcher has accepted such answer and respectfully continued the course of the interview by asking the following question. Soklaridis (2009) points out that semi-structured interviews require special knowledge, skills and guidance from the side of the interviewer. For instance, the researcher has to provide the interviewee with the appropriate amount of assistance concerning the degree of detail needed within the answers. The intent of the researcher while conducting semi-structured interviews with the employees of Zayed and Abu Dhabi universities was to gain understanding of managerial perception of the issue of multigenerational workforce, through extracting personal and professional experiences of the participants. Therefore, to achieve this goal, the researcher has prepared a preliminary list of questions aimed to guide the interviewee through the conversation **(Appendix 1)**. The following approach has been adopted when interviewing managers employed by the UAE biggest universities: first of all, the respondents were asked the easiest questions concerning their professional experience as managers of given educational institutions, and whether or not they have ever had an experience of working with representatives of different generational cohorts. These questions were easy to answer, and therefore they helped make respondents feel at ease and prepare them for more complicated questions. This approach, as argued by Saunders et al. (2009), helps the interviewer prepare and establish an emotional bond with the study participants, which helps gain more information and personal insights from the latter. Once an interviewee had provided answers to all of the simple questions, more difficult ones were asked. More difficult questions concerned, for example, advantages and disadvantages of multigenerational workforce, leadership interventions designed to accommodate values and needs of such employees, and specific approach adopted with the UAE institutions to solve the problem of multigenerational

employees. The researcher has adopted a practical advice provided by Soklaridis (2009), who argues that questions related to personal and professional experience and more sensitive topics in the middle or towards the end of the interview.

Interestingly, different respondents responded differently to the list of questions asked by the interviewer. While some seemingly felt at ease and were eager to provide information about their perception of the studied phenomenon, others were reluctant to engage in a meaningful discussion. For instance, some respondents took a longer period of time to establish a connection with the interviewer, and provided short and abrupt answers in the beginning of the conversations. Most of these respondents, however, have warmed up towards the middle and end of the conversation, and have provided meaningful and interesting answers since then. Some of the respondents found it difficult to discuss disadvantages of multigenerational workforce within a given institution. In addition to that, according to personal observation of the researcher, some of the respondents have found the question related to leadership solutions to the existing problem a sensitive topic. The researcher hypothesizes that the respondents may have perceived expressing their opinion on such topics as possible criticism of the current style of leadership adopted within the Universities of Zayed and Abu Dhabi, and therefore found it inappropriate and even potentially dangerous to their career to discuss such. The fact that most of the respondents acknowledge importance of the research question in focus rather important facilitated and helped the course of the interview, as the respondents perceived the work by the researcher as worthy of their time (personal communication with the interviewees prior to the interview itself).

One of the difficulties associated with conducting semi-structured interviews, according to Saunders et al. (2009), is a need to guide the participant towards the right direction during the course of conversation. The researcher has found it extremely difficult to ensure that the respondents were always on track and giving their feedback specifically about the problem in

focus. For instance, interestingly, a lot of participants often attempted to switch from discussing the issue of multigenerational workforce to diverse work teams in general, and equal rights for female employees in particular. The researcher hypothesizes that this has often occurred due to the fact that to the knowledge of participants the problem of multigenerational workforce has received little or no attention within the UAE public organisations, while issues related to team diversity and especially women equality have received much more attention within the discussed organisations and media in particular (Jaeger & Halliday, 1998; Cooper et al., 2003). Another challenge, encountered by the researcher was the fact that some of the respondents were reluctant to share their own managerial experience of working with multigenerational workforce, and instead provided some general vision of the problem and its implications in general. In those cases the researcher has politely drawn their attention to their personal experience, and if once again no clear answer was given, simply proceeded to the next question on the interview list.

During the process of conducting in-depth interviews, the researcher has encountered a number of challenges as it has been discussed within the scholarly literature (Saunders et al., 2009; Jaeger & Halliday, 1998; Cooper et al., 2003). One such challenge, commonly re-occurring throughout conversations, was lack of attention from the side of the participant to the specific question being asked.

3.3.2. Data collection site and population

3.3.2.1. Access to the sample site and population

Gaining access to the sample site and population, as acknowledged by Gummesson (1991) and Saunders et al. (2009), is one of the biggest practical challenges facing the researcher who operates with the primary data. Creswell (2009) notes that this problem may be particularly challenging when the researcher is attempting to approach a problem which is poorly understood or has been receiving little or no attention within a given sector or organization. As

the employees, and gatekeepers, of an organization may be unaware of the discussed issue, they also may be quite reluctant to discuss it or even consider it irrelevant to sacrifice their working time to participate in the interviews (Creswell, 2009). In addition to that, even more obstacles may be encountered if the researcher is trying to understand and evaluate interventions or managerial/leadership approaches adopted within the studied organization to address the studied phenomenon. This resistance may be explained by the fact that the involved stakeholders (leadership, managers) can consider it potentially harmful for the organization`s reputation to reveal poor/ lack of interventions directed at addressing the problem in focus (Creswell, 2009).

Saunders et al. (2009) point out that employees of an organization may not be willing to spend their time by engaging into additional activities, and therefore may simply reject the researcher's offer to participate in the interview. Big organisations often receive a high number of student visits and requests to gain access to employees in order to conduct research work. Therefore, it is often almost practically impossible to grant all of the interested parties time and access to the organizational resources. While attempting to gain access to a given organization, the researcher may often encounter "the gatekeepers or brokers" (Saunders et al., 2009, p. 170), whose sole responsibility is to block individuals willing to access the organization and based on provided rationale, evidence make a decision concerning whether to allow a given individual to conduct her study or not (Saunders et al., 2009). Such gatekeeper may decide to block a given researcher based on a number of different reasons, mainly:

- Lack of perceived importance and value in the research work conducted by the researcher in general;

- Lack of perceived value of the conducted study for a given organization;

- Potential sensitivity of the chosen study topic (e.g. a topic that may reveal harmful practices that can damage organizational brand and public image);

- Concerns related to anonymity, confidentiality and safety of employees of a given organization;

- Doubts in relation to competence and professionalism of the researcher and her ability to carry out a meaningful research;

- Temporary internal issues/ problems existing within an organization the researcher may not be aware of (Saunders et al., 2009).

The discussed obstacles make the process of gaining access to the sample site and population highly challenging.

In line with the considerations concerning difficulties related to gaining access discussed above, the researcher has thoroughly prepared for the procedure and initiated the process of obtaining permission to interview the staff employees of Abu Dhabi and Zayed universities well in advance. First of all, the researcher has personally contacted the individuals in charge of allowing access to the institutions in focus in July 2016. Such individuals were IRB Chair (IRBC) in the University of Abu Dhabi, and Director of Research (DR) in Zayed University. The respective representatives of the chosen institutions were contacted via work emails obtained through the websites of the universities. The researcher has properly explained the purpose of the research and expressed the willingness to both survey and interview the employees of the universities. In order to ensure that the gatekeepers take the researcher seriously and recognise the value and importance of her work, the researcher has provided a formal (shortened) project description and outlined the relevant importance of the topic of multigenerational workforce for the performance of an organisation. Such approach proved to be successful, as the researcher has gotten replies from both IRBC and DR within a working week. Discussions took place in July, and during these sessions the researcher had an opportunity to explain the significance of her work, its potential value to the Universities of Zayed and Abu Dhabi, and explicitly describe her specific requests in relation to sample

population and access to it. In early August 2016, when the researcher got an opportunity to meet university representatives in person and introduce objectives and value of her research. During those meetings, the researcher has gained official permission to collect primary data from the university staff of the universities of Zayed and Abu Dhabi. One of the conditions of such permission was the requirement not to mention any real names of both survey and interview participants in order to ensure safety of the respondents. The mentioned gatekeepers of both universities have demonstrated significant interest towards the possible outcomes of the study focusing on multigenerational workforce and leadership solutions related to it. As a result of the formal meetings, the researcher has gained permission to conduct the study, and also gained access to some of the University sources (e.g. departments, groups, employee work contact information and titles).

3.3.2.1. Sample population and sampling technique

3.3.2.1.1. Site selection: Universities of Zayed and Abu Dhabi

Selection of organisations as discussed by Eisenhardt (1989) is a complex and important process, end result of which determines reliability of the study and whether the obtained results are suited for extrapolation on other institutions. The focus of the present thesis is multigenerational workforce within the context of the UAE educational institutions. Based on this topic, the researcher has narrowed the list of possible institutions to conduct study in, to middle and higher-level educational institutions in the Emirates. Finally, the decision was made to focus on two universities: Abu Dhabi University and Zayed University. This decision was made based on the size of the two institutions (two of the biggest universities in the UAE) and their relative importance to the economic growth of the country in general.

Abu Dhabi University is the UAE higher educational institution with its campuses located in Al Ain and Abu Dhabi, and established in 2003 due to the strategic vision of Sheikh Hamdan Bin Zayed Al Nahyan. The university offers students both undergraduate and postgraduate

study programs, and is divided into the three main colleges: The College of Arts & Science, The College of Business Administration, and The College of Engineering and Computer Science. Moreover, the university offers its services to over 6,000 students from a total of 62 different countries.

Zayed University is another important higher educational institution in the UAE, which is government-sponsored. Moreover, the university has successfully achieved full accreditation by the Middle States Commission on Higher Education (the United States of America), becoming the first public UAE school to gain international accreditation. The university is named in honor of Zayed bin Sultan Al Nahyan and consists of a total of six colleges: College of Business Sciences, College of Arts and Sciences, College of Information Technology, College of Education, Univesrity College and College of Communication and Media Sciences.

3.3.2.1.2. Sample populations: employees of the Universities of Zayed and Abu Dhabi

Saunders et al. (2011) discuss the issues of sample and study population as crucial to the research design of a given study. The population of a given study can be approximated to 5500 professionals employed by the two educational institutions in focus. The actual sample size has been determined based on this consideration, along with time limitations and empirical evidence from the studies conducted prior to the present one. The researcher has furthermore determined the sample size as 521 survey respondents and a total of 30 semi-structured interview participants. The snowball sampling (Beauchemin & González-Ferrer, 2011) will be used till the desired sample size (250 respondents per university) will be reached.

Suki (2005) defines sample population as a group of people or studied variables which share some common characteristics. The focus of the qualitative part of the present research was to conduct interviews and obtain information from the UAE managers who have adequate professional experience of working with the representatives of multigenerational force. Rabinovich and Kacen (2013) argue that saturation of information is a standard principles when

determining sample size in qualitative studies. In order to ensure that indeed all of the information is obtained from the study participant, the researcher can apply a number of techniques. Within the present study, indeed saturation occurred around 30 participants, when recruitment of any new staff has not rendered any new information concerning issues related to multigenerational workforce and leadership approaches towards it.

The target population refers to individuals from the following higher education facilities: Zayed University and University of Abu Dhabi. Among these surveyed individuals, the researcher has selected 30 professionals (15 per each educational institution). The following criteria have been applied to select participants of the study: (1) being at least 18 years of age; (2) having at least 2 years of managerial experience within or outside of the chosen educational institution; (3) currently occupying a managerial position within the chosen educational institution; (4) agreed to sign an informed consent form. Concerning managerial occupations it is important to specify which types of jobs the researcher has regarded as such. According to Mugenda (1999), managerial positions refer to any jobs that include supervising other employees. More specifically, supervising role and duties include but are not limited to hiring, performing evaluation of employee's work, monitoring employee's performance and firing employees within a given organization. At the same time, according to Mugenda (1999), employees not occupying managerial positions also may sometimes conduct supervisory activities (e.g. evaluating and monitoring work of their colleagues), however do not perform them on a regular basis or as a significant part of their daily duties. Non-managerial staff may also perform some team leadership responsibilities, e.g. project management, and be responsible for selecting staff qualified to participate in a given project.

Managerial staff on the other hand, is frequently responsible for work of a whole organizational unit or division. Some of the typical duties performed by the managerial staff includes planning, recruiting, budget planning. For instance, some managers may be involved in

creating of a budget for an entire department or division and ensuring that their team stays within the boundaries of such budget. Importantly, managers often can be characterized as a kind of liaisons between upper managers within the organisations and their appropriate unite. A non-managerial individual, on the other hand, can be expected an effective and productive member of team, but not necessarily an effective team leader (Brinkmann, 2014). Non-managerial employees, as a matter of fact, are only responsible for work and assignments they conduct, but do not carry direct responsibility for the performance of their entire team or department. The present study, has adopted a wider definition of managerial positions discussed by Mugenda (1999). While the researcher attempted to engage into participation a maximum number of heads of the departments and research groups, as well as heads of non-education related departments, since not all of the invited participants have provided their consent to be interviewed, the researcher has also included people with experience of supervising 2-3 individuals. While approaching different individuals, the researcher has adopted the following tactics: first of all the employees with maximum experience were approached. For instance, the heads of the departments and research groups were approached to participate in the interviews as these individuals have the most experience in dealing with diverse multigenerational workforce. Afterwards, other individuals with less managerial experience were also invited to participate in the present study.

3.3.2.2. Data collection procedure

The following set of procedures have been followed to collect the data for the present study.

1. The researcher has contacted the respective representatives of the two studied universities – University of Zayed and Abu Dhabi University. The researcher has been assigned an appointed representative of each university, who helped in distributing the surveys among the university staff and also helped the researcher to approach the

respective managers and ask whether the latter are willing to participate in the interviews.

2. From the appointed representatives, the researcher has obtained lists of departments existing in two of the chosen universities. The list was used to randomly determine departments/ units where individual employees were invited to participate in the survey and interview process.

3. Each one of the selected departments was contacted through the appointed representative, which also helped to distribute the online questionnaires. Each head of the department was first informed about the overall goals and objectives as well as timeframe of the study. The study continued only once each head of the department allowed his/her employees to participate in the study.

4. For the survey part, each of the selected employees who agreed to participate in the study received an email consisting of the following parts. First of all, they received a cover letter containing overall purpose of the study and agreement form in which they had to provide written consent to participate in the data collection. In addition to that the email also provided information concerning ethical issues related to confidentiality, right to withdraw from the research at any point of time, and safety and anonymity of the study participants. The second part of the email contained questionnaire which focused on collection of demographic data and information concerning actual work-related values of each employee.

5. The study participants were asked to return completed questionnaires within a one working week period of time. The responses along with the signed consent forms were simply emailed back to the researcher as the participants sent the emails to the address provided by the researcher in the initial email.

6. Regarding the participants selected for the semi-structured interviews, the researcher has also initially contacted them through the use of email. Once the participants were debriefed concerning the purpose of the research and safety-related and ethical issues, the actual interviews were conducted by the researcher herself during work hours of the study participants in various locations of the campuses of the two universities in focus.

While surveys has mostly provided quantitative data, the semi-structured interviews has provided the present study with qualitative information regarding workplace interactions and dynamics of multigenerational teams and managerial and leadership interventions to successfully manage them. Due to the fact that subject selection and sampling were conducted based on a mixed approach (personal contacts, snowballing technique, and review of professional credentials) it can be stated that the selected group of individuals possesses required qualifications and professional experience to contribute to the research. The chosen sample size (500 participants for an online survey and 30 participants for semi-structured interviews) can be seen as a representative sample size, which will ensure that a multitude of existing opinions and managerial experiences are reflected within the presented sample. In case 50% of the individuals invited to participate in the study will cancel their participation, the qualitative part of the research (semi-structured interviews) would not be able to demonstrate enough data. Therefore, if more than 10% of the participants cancel, the researcher will continue subject selection through snowball sampling, until the initial sample population numbers are reached.

It is important to note that a number of interviewed employees had little idea about various leadership styles (e.g. transformational, transactional, charismatic), and therefore could not offer a meaningful answer when asked a question concerning leadership styles. Therefore, the researcher has prepared a short (300 word) informational sheet with characteristics of the following leadership styles: transformational, transactional, charismatic, shared and

participative. Once the interviewees familiarized themselves with the info sheet, they could offer their opinion concerning relevance of the chosen style to their professional setting.

3.3.2.3. Work Value Inventory as a data collection tool

The present study, more specifically its quantitative part, is based on utilization of the Work Value Inventory (WVI) instrument as a data collection tool. The work value inventory developed by Super (1973) is a research tool commonly used in social sciences to gain insight into work values of different groups of people. The tool allows to critically evaluate relevance and importance of the chosen work-related categories of values, namely: co-workers, achievement, independence, creativity, income, mental challenge, lifestyle, prestige, supervision, security, variety and work environment (Super, 1973). The WVI is a 45 item data collection tool which Super has effectively used to study a total of 15 various work value orientations, namely: Esthetics, Intellectual Stimulation, Independence, Creativity, Altruism, Prestige, Management, Surroundings, Economic Returns, Security, Associates, Supervisory Relations, Variety and Way of Life (Super, 1973).

Since the development of the WVI by Super in 1973, a number of theoretical and empirical studies have criticized the framework and the data collection tool. According to Bolton (1980), the inventory does not always deliver reliable and replicable results. Dagenais (1998) argues that the inventory has initially been developed for American employees and students, and therefore is not applicable outside of this target population. The studies have been conducted which discuss that when used on African-American and British populations, the WVI has to be accordingly modified (Dagenais, 1998). However, as pointed out by Schwartz (1992), work-related values have been proven to be universal based on the empirical studies covering 20 different countries.

Robinson and Betz (2008) conducted an empirical study which evaluated the effectiveness of the tool by testing various groups of employees (i.e., based on gender, ethnicity, social status,

etc.) and comparing the results to see whether the tool allows to identify consistent patterns that distinguish work related values of these groups. The conducted analysis revealed that the four key factors (Environment, Safety, Excitement and Esteem) had the most explanatory power, and that "… the Work Values scales demonstrated adequate discriminant validity with two aspects of social desirability" (Robinson & Betz, 2008). Therefore, the present research is using the WVI as a tool for contrasting and comparing work values among employees' representatives of different generations.

3.3.4. Data analysis

3.3.4.1. Inferential and descriptive statistics

Inferential and descriptive statistics have been used to conduct analysis of quantitative data collected within the scope of the present study. The researchers conducting quantitative research distinguish between two major types of statistical analysis – inferential and descriptive statistics. Descriptive statistics is focused about specific features of an obtained dataset and helps the researcher identify and understand the center of the obtained data. For example, within the scope of the present research, descriptive statistics has been used to determine homogeneity and normality of the obtained samples. In addition to that descriptive statistics often focuses on Mean and Average meanings of the sample as it helps better characterize it. On the other hand, inferential statistics is more concerned with two studied groups (or more) (Saunders et al., 2012).

The approach of inferential statistics allows to view the sample population as a collection of individuals. It is impossible to characterize each individual so instead inferential statistics helps use a chosen subset of the population as an appropriate representation of the population as a whole (Creswell, 2009). Therefore, inferential statistics uses generalization as an approach to conduct comparison of two studied groups. The researchers discuss two main approaches adopted within the scope of inferential statistics: study of confidence intervals which gives a

range of values for a specific parameter in focus and testing of the significance of the hypothesis. The latter is usually expressed through demonstrating the level of significance (Saunders et al., 2012).

The present study has utilized both approaches, descriptive and inferential statistics, to better understand work-related values of the three different age cohorts of the UAE employees of the top two universities. Descriptive statistics within the scope of the present study has been used obtain information regarding demographic data of the study respondents (e.g. through studying variables such as age, gender, education, etc.). This approach, as discussed by Saunders et al. (2009), allows to familiarize with the sample population and ensure that the obtained sample is not biased to a specific group of participants (e.g. predominantly male employees, employees with a PhD degree). Such biases as argued by Saunders et al. (2009) and Cresswell (2009) can significantly decrease reliability of the study through representing perceptions and values of a specific group of individuals as opposed to the entire population in general. Within the scope of inferential statistical analysis, the researcher has used statistical testing to find out whether work-related values of the three studied age cohorts (Millennials, Generation X-ers and Baby Boomers) were significantly different.

3.3.4.2. Coding and theming

Researchers argue that analysis of complex texts is based on a number of steps, including but not limited to: (1) identification of research themes, (2) narrowing down the list of the identified themes to the most meaningful, (3) construction of theme hierarchies, and (4) building links between the identified themes and existing scholarly literature and theoretical models (Cooper et al., 2003; Brinkmann, 2014). The techniques recruited to analyse texts range from simple ones which involve counting words or word combinations to more complex and elaborate ones. While simple techniques can be either performed manually or through the use of computers. More complex analyses can be rather labor-intensive and can only be performed by the

researcher. While some techniques can only be applied on simple texts, others are suited for rich and diverse texts (Saunders et al., 2012).

The process of identifying research themes (theming) is referred to as open coding by grounded theorists, while content analysts call the process qualitative analysis of texts (Berelson, 1952). According to Fereday and Muir-Cochrane (2006), "Thematic analysis is a search for themes that emerge as being important to the description of the phenomenon" (p. 82). The approach can also be characterized as a special form of pattern recognition within the collected data, and the identified themes gradually become categories used to analyse a given phenomenon (Fereday & Muir-Cochrane, 2006). The process of coding, according to Boyatzis (1998) involves recognition (or identification) of elements relevant to the established research topic and encoding these moments so that they can later be interpreted. According to Fereday and Muir-Cochrane (2006), a proper code refers to one which is capable to capture richness and complex social background of the studied phenomenon. Through encoding of the raw data the researcher prepares dataset so that it can be then used to identify the specific themes. According to Boyatzis (1998, p. 161) a theme can be defined as "… a pattern in the information that at minimum describes and organizes the possible observations and at maximum interprets aspects of the phenomenon".

The methods adopted by the researchers can be characterized by a high degree of diversity and variability, with most of the individual scientists adopted customized approaches towards understanding their specific data sets (Tesch, 1990). The latter creates difficulties in replicating and understanding specific methodologies applied in different studies (Saunders et al., 2012). Within the scope of the present study, the researcher has adopted manual coding to identify and extract meaningful patterns and narratives to answer the previously established research questions.

The present research has conducted theming/ coding analysis through a number of stages.

Stage one of the analysis: this stage of data analysis included a wide range of activities that involved procedures conducted during and right after the conducted interviews. Field and Morse (1985) advocate for the importance of note taking when it comes to conducting empirical research. The researchers argue that it is particularly relevant to theming analysis performed on semi-structured interviews due to the fact that the researcher may spot or identify themes or specific behaviours/attitudes of the interviewees that may be relevant to the topic of the research. In line with this consideration, the researcher in addition to using a recording device (in the instances when the interviewees provided their agreement for being recorded), also kept taking notes with paper and pen during the course of the interviews. The notes included information about whether an individual was hesitant or doubtful during answering a particular question, and also included early identified themes, some of which were later included into the qualitative analysis.

Second stage: data immercing and theming. The second stage of the data analysis, as discussed by Tesch (1990) included transcription of the obtained raw data. The in-depth interviews recording with the help of the audio device were first of all transcribed in the form of written narratives. Once, the narratives were obtained they were manually checked for errors, inconsistencies, etc. Once the proofread versions of the narratives were obtained the researcher took subsequent amount of time to familiarize herself with the content of interview transcripts by re-reading and analyzing them in the light of the established research questions. Burnanrd (1991) argues for the importance of immersing into the obtained data. This can be performed through reading and re-reading of the obtained transcripts. Throughout the process of reading, the researcher should attempt to identify some general themes. The purpose of such approach is to immerse oneself into the information, get familiarized with the world of the respondent and better understand another person's frame of references (Burnard, 1991). Berg (1989) argues for the importance of reading and re-reading the obtained bulk of data over and over

again, as well as taking notes of the emerging patterns, themes, issues or inconsistencies. The researcher may furthermore be advised to let peers go through the text to help identify relevant themes and inconsistencies. Field and Morse (1985) also discuss the so-called dross as a commonly present component of interview transcripts. According to the researchers such dross usually consists of topics and narratives irrelevant to the chosen research issue (Field & Morse, 1985).

Stage three: theming and coding. The following stage consisted of manual identification of the relevant themes throughout the obtained 30 interview transcripts. This has been done by manually re-reading and highlighting the identified words, word combinations and phrasing (e.g., "leadership approach", "multigenerational workforce", "meaningful work", "work/ time balance", "millennials", etc.). Berelson (1952) argues that determining such relevant keywords is one of the most important stages of the coding analysis. However, as pointed out by Saunders et al. (2012), criteria for selection of such keywords are always unclear and subjective within the scope of qualitative research. The research has therefore identified the key five groups of words to make selection criteria more transparent and unbiased: words/phrases related to age groups; words/ phrases related to the used (or extended) work value inventory; words/ phrases related to leadership approaches; words/phrases related to cultural context (e.g. the UAE culture, history, etc.); words/phrases related to professional context (higher educational system). In addition to the identification of groups of themes, the researcher has also looked for patterns and repetitions, which according to Bogdan and Taylor (1975) are the most obvious cues to identify meaningful data. D`Andrade (1991) notes that while listening (or reading) to the narrative of the interviewee, the researcher may observe a re-occurring stretch of talk as the respondent keeps circling around a specific circle (or circles) of ideas. Such re-occurring networks were identified by the researcher both during the interview, but mostly later- during the data analysis stage.

Bogdan and Taylor (1975) argue that the number of repetitions of a specific topic or theme within the narrative of the interviewee may indicate its importance and relevance to his/her life. However, Bogdan and Taylor (1975) that manual analysis and search for such relevant items should not be centered around specific phrases, but rather concepts as an individual may use different wording to express the same idea. This was particularly true for the present research, as the interviewees often referred to multigenerational workforce as "diverse teams", and commonly refused to adopt terminology suggested by the researcher (e.g., Millennials, Generation X-ers and Baby Boomers) but instead referred to their co-workers as "younger employees" and "older employees". Therefore, in line with the argument by Bogdan and Taylor (1975), the researcher was manually looking for concepts as opposed to specific word combinations or phrases. Agar (1983) argues that in addition to repetitions, indirect clues such as pauses, new paragraphs (in written responses) may also indicate some important themes. Therefore, the researchers are advised to look for such clues and pay attention to emotional tones or changes of voice (Agar, 1983). The present research, however, has not accounted for such indirect clues due to the fact that most of the interviews with the employees of the University of Zayed and University of Abu Dhabi were conducted during short breaks, and, unfortunately, the course of the interviews were sometimes interrupted by phone calls, visitors, etc. Therefore, it was difficult to draw a distinction between pauses indicating a distraction (e.g., an interviewee checking time), and pauses attributed to the discussion of a meaningful theme.

Bogdan and Taylor (1975) discuss another critical approach to understanding and making sense of complex data-rich texts – missing data. This approach is the opposite of the ones discussed above, as it does not focus on present themes and concepts, but instead looks for topics which the interviewee may intentionally avoid (Bogdan & Taylor, 1975). While some of the interviewees intentionally avoided topics related to gender bias and existence of issues

associated multigenerational workforce, presence of such missing data made theming analysis more complex and prone to bias. Therefore, the researcher has decided to exclude the missing data identification tool from the narrative analysis.

Aronson (1995) argues that during the initial stages of the theming analysis, the researcher usually identifies a wide range of terms/ ideas/ concepts relevant to the research questions and objectives. A greater challenge is often to narrow down the identified body of themes based on their relevance to the established research goal (Aronson, 1995; Saunders et al., 2012). The present study has also narrowed down the pool of initially identified themes based on their connections to the topic of the research – leadership approach and multigenerational workforce values and motivation. To narrow down the list of themes, the researcher has constructed hierarchies between them (e.g. "negative stereotyping" – "Baby Boomers and Millennials" – "Reverse mentoring"). According to Aronson (1995), such approach is effective however is also prone to bias and subjective decisions.

Below you can see an example of the theming analysis conducted on the fragment of narrative obtained from the interview with the Respondent 16.

> "I doubt whether there is **one recipe** that offers a solution to all problems. I think specific approach really depends on your team, on your industry, size of your organization, and most importantly – **organizational culture**. What works here in the University, would not work in a private IT company with 15 people of staff, you know? A **leader has to account for** all these **differences**. This is the challenge in my eyes".
>
> "I am very *persistent, goal-oriented, hard working* and I find it very important to take a step back once in a while and ask: are we doing the things right? It's a trivial question, yes? But most of the time people assume that the existing way of doing things is the best way there is. But no, it is usually not *as everything can be done better."*
>
> "As a representative of a *Baby Boomer* generation I view myself as a sort of link *between older and younger employees*. I want to show them that be a combination of the best from the two worlds so to speak… I value *professionalism and loyalty* of older employees, but I also admire *flexibility of younger people* and their *ability to embrace change and actively facilitate it.* Does it make sense? I do not want to be like a *stereotypical Baby Boomer…* I think this is a box, and it is always important to stay out of the boxes… (*laughs*)"

As discussed before the initial stage of theming concerned identification of a wide array of themes related to specific sub-topics within the chosen area of interest. For example, within the above mentioned passage, the researcher has identified themes related to the topic of leadership (bold) and topics concerned with multigenerational values (italic). As argued before, the researcher found it important to highlight a wide array of themes/ topics that were narrowed down to key ones in the end of the research.

When analyzing interview transcript the researcher has encountered another practical difficulty. Some of the passages would relay an idea, however would not use themes that can be frequently found throughout the scholar literature dedicated to the studied phenomenon. In addition to that, during the scope of research, the researcher has identified some themes and hierarchies of themes that she has not previously encountered in the literature. Some examples, highlighted in blue, are presented in the fragment of the narrative from the Respondent 6:

> "Advantages? Well, I like **diversity** at work. **More ideas** and more **creativity**. Although I do not own a business anymore I still consider myself an **entrepreneur**. And I think a lot of young people have it in them as well – both **entrepreneurship and intrapreneurship**. You can **innovate** not only when designing a product for a market. You can innovate when improving an organization you work for. And young people I work with are pretty good at that".
>
> "Yeah, I do. I think younger people in many ways are smarter than us. **Old generations** measured everything in terms of **financial gains and prestige**. *Young people say – no way. They want more from life and work*. They realise that work takes so much of their time that they have to enjoy what they are doing. They **value this work/ life balance** thing. But you know, here it is a big problem for young people – to find a good job that pays well. So they want a lot, but they cannot always get it. Yes, the UAE is trying to sort it out, but so far youth **unemployment** is a big deal. So I think a lot of young people care about job security, you know? At least that would make some sense. Another thing that fascinates me about *academe* is many people here work only for the sake of science – this is what they live and work for… It is some **internal drive they** have. I do not think it depends on age though. It is a true mark of the researcher, I personally do not have it – I am way too pragmatic for it (*laughs*)". (Respondent 6)

The final step of the theming analysis concerned grouping of the identified and constructing hierarchies to the established research questions. Based on the grouped narratives and motifs,

the researcher has constructed narrative, which consisted of obtained results (in the form of texts and quotations from the interviewed managers). These results were discussed and critically evaluated in the light of the studied scholarly literature and existing empirical evidence.

3.4. Study delimitations and limitations

Saunders et al. (2011) argue that it is important for the researcher to identify and recognize limitations of the conducted research and openly discuss them, as this affects data interpretation and its representativeness. The present research can be characterized by a number of limitations and delimitations.

3.4.1. Limitations of the present research

First of all, the present study is limited by a tight time framework, which does not allow for a longitudinal type of research and instead makes the researcher conduct a cross-sectional analysis (Saunders et al., 2011; Creswell, 2013). The tight time frame negatively affects sample population size and overall research depth. It can further be noted that due to the design and time constraints, the project is cross-sectional in nature (focuses only on specific narrowly defined point of time, as opposed to a few periods), and therefore is unable to capture any dynamics or tendencies occurring within the present business environment (i.e., replacement of one generation by another, etc.).

Time limitations brings along another concern when conducting an empirical study: practical mistakes conducted during data collection (Creswell, 2013). As the researcher is restricted by available time, she cannot afford to make any mistakes (i.e., interview the wrong person, collect incomplete demographic data or questionnaires). In order to avoid these problems and limitations, the researcher has to be well-prepared: obtain all the necessary permits and complete ethical forms beforehand, plan the journey, notify all the involved stakeholders about exact time and details of how online surveys or semi-structured interviews will take place

(Saunders et al., 2011; Creswell, 2013). The researcher has also ensured that she is well prepared for conducting interviews with representatives of various job titles and generations, and can conduct an interview in a professional and scientific manner, staying engaging with the respondents, while remaining objective at the same time. This approach has allowed to minimize human error and allow the research to obtain maximum data within the limited period of time.

Another limitation of the present research may emerge from ethical, permission and respondents' awareness-related issues. Saunders et al. (2011: p. 160) argue: "Your research design may need to consider the extent to which you should collect data from a research population that is unaware of the fact they are the subject of research and so have not consented". The present research will provide the participants with information regarding major research goals so that they are aware of why information will be collected and how it will be used. The participants was also be asked to fill in the consent form, in order to grant the researcher with the right to use the obtained information for research purposes only.

The first crucial issue to consider is whether the researcher will be capable of gaining accesses to both, primary and secondary data. The present research has selected two main sources of data: scholarly sources for Literature review (secondary data) and primary sources for obtaining results (primary data). While the researcher can easily access the scholarly sources through the University library and online databases, the access to the source of primary data (professionals employed by Zayed University and Abu Dhabi University) were more complex and restricted. The first level of access the researcher has to consider is physical access (Saunders et al., 2011). A special permission will have to be obtained from Zayed University, and University of Abu Dhabi to ensure that the researcher can entry the facilities.

Another important limitation of the present study that should be carefully considered when interpreting the obtained results is that there should be caution used when attempting to

generalize the results of the present study. This is due to a number of reasons, firstly, the quota sampling approach used to obtain the necessary number of respondents in both qualitative and quantitative parts of the study. First of all, half of the respondents were employees of the UAE biggest and most international university (the University of Abu Dhabi), where all students and employees have a greater degree of explosion to the Western culture through international staff, as well as have personal means and resources to travel, study or work abroad (Wils et al., 2011). This is why the employees and managers from the University of Abu Dhabi may possess values and beliefs that are somewhat different from those of other employees of educational institutions in the UAE. Therefore, it is suggested that further studies may be designed to investigate the impact of this specific environment on the cultural and work-related values of the staff of Abu Dhabi University.

Finally, as argued by Saunders et al. (2009), studies focused on a single industry may obtain results that are in turn limited by the specific characteristics of a chosen industry. Within the scope of the present research, the study was dedicated to a specific industry – higher education in the UAE. Therefore, results obtained within the present dissertation may be applicable only to the higher educational institutions in the UAE, and cannot be extrapolated on other industries in the UAE, or other higher educational institutions outside of the UAE.

3.4.2. Delimitations of the present research and limitations

Another key delimitation is the fact that the respondents of the study are all employed by Zayed University and Abu Dhabi University, and therefore all represent public and private sectors. At the same time it is important to mention that the boundaries of the present research are determined by its sample site (two universities) and sample population (employees and managers of the universities of Zayed and Abu Dhabi). Although the chosen approach allows to answer the initial research questions, this study will not allow to study processes and relationships between employees from different generations that are typical to or characteristic

to business environment (McDonald, 2012). This can be seen as a delimitation of the present study, as well as a direction and opportunity for further research. However, the obtained results may not be applicable to a wider context – of the educational context of other countries, or other higher educational institutions within the UAE. Moreover, the issues related to leadership solutions have only been studied based on perceptions of the managers employed in the two universities.

Another crucial delimitation of the present study is the fact that it will be focusing solely on the educational sector within the UAE context. A number of researchers have explored existing differences in employee values and motivation within different cultural and national contexts (Zemke et al., 2012; McDonald, 2012). The obtained results suggest that the home country where the research is taking place largely determines dominating values, and it can therefore be suggested that the leadership recommendations developed by the present study will be most appropriate for application within the chosen sector (educational, public organization), and within the country of choice (the UAE). It is suggested that the researcher will be able to explore and understand the element of intersectionality (Crenshaw, 1991), and its effects on the formation and perception of employee values as well as applied and desired leadership style most effective to successfully manage multigenerational workforce.

3.5. Ethical considerations

Saunders et al. (2011) argue that dealing with primary data is prone to a number of ethical problems, the researcher has to account for prior to conducting the data collection, or even research design procedures. The present thesis relies on collection and analysis of primary data, and a number of ethical considerations have been identified and will be discussed within the present sub-section.

Informed consent. Saunders et al. (2011) discuss the issue of informed consent as central to ethics of social research. The researcher therefore asked for permission from the appropriate

authority within the educational institutions where data collection will take place, prior to conducting any activity. Only after the permission has been granted, the researcher will address the appropriate professionals and ask them to participate in the study. The researcher was furthermore, provide all of the participants of the semi-structured interviews with a written consent form. This form would indicate that the participant has been informed about the purpose of the research, ethical issues that may arise and has given consent to participate in the study. The form will also inform the participants about such important issues as anonymity of the respondents and data confidentiality, therefore ensuring that both, their identity and personal information will be protected at any cost. Moreover, the responses, both survey and interview-based will be stored under special aliases, instead of real names, which ensures safety of the research participants. The researcher will also ask for the participant's permission to conduct audio recording of the semi-structured interview. In case the permission is not granted the researcher will record the response using pen and paper.

Debriefing. The participants of the interview will be offered and encouraged to ask questions concerning the research in the end of the interview session. The debriefing session aims at ensuring the participant clearly understands the goal of the study and is assured that the information will not be treated with any prejudice during the course of data analysis. During the course of debriefing sessions, which were conducted with all of the in-depth interview participants, the later were informed about the goals of the study, session setup and rights of the participants. The researcher also encouraged the prospect interviewees to answer the questions and provided answers to them.

Deception of participants. Deception is another ethical concern often discussed within the scope of primary research (Saunders et al., 2011). The deception of the participants will be avoided by presenting them with clear and truthful information regarding the objective of the research and their role in it. No information will be deliberately withheld from the participants,

and moreover, the researcher will encourage them to ask questions at any specific point of the research (e.g., prior to semi-structured interview or afterwards).

Participant's right to withdraw from the investigation. The researcher will inform the participants about their right to withdraw from the present research at any moment, however prior to actual data analysis. The participants will be informed that no actual personal data or names, will be revealed at any point of the investigation. However, after the moment the data is subjected to analysis, the respondents will lose their right to withdraw. At this point of time primary data will be destroyed, therefore any risk to the participant would be eliminated.

Confidentiality and protection of the participants. Confidentiality and protection of the participants are two key ethical points of the present research. The participants will be guaranteed anonymity and confidentiality at any given moment of the present research. Moreover, the respondents will be notified that the collected primary data will be used exclusively for the purpose of the present research, and no personal or professional data will be revealed to third parties. At the same time, the study participants were informed about the outcomes of the study and purpose of data collection. The study is furthermore designed in a way that considers all necessary precautions to protect the participants and eliminate any risk of subjecting them to psychological, physical or any other damage. In addition to that, the participants will be informed about their right to refuse to answer any specific question they may find inappropriate or uncomfortable to answer.

Unbiased research and advice. The researcher has also ensured unbiased reporting of the collected data, and has restrained from giving any advice or offering direction to participants during their response to survey or semi-structured interview. This advice may harm the course of the study, by resulting in biased data influenced by the experience, expectations and knowledge of the researcher (Saunders et al., 2011). In addition to that in order to avoid biased reporting, during the research the technique of keeping a reflexive electronic journal was used

by the researcher. The main topic and reasoning for having such journal was to establish reasoning why this research was undertaken. As argued by Lincoln and Guba (1985) keeping such a reflexive journal may help the researcher to significantly reduce risks associated with personal bias, meanings and beliefs. At the same time, the researcher acknowledges that complete detachment form personal bias was not possible within the scope of the present study, and qualitative research in general. However, it should be noted that maintenance of an electronic reflexive journal has allowed the researcher to remain more neutral towards the studied phenomenon of multigenerational workforce and leadership styles, and was used by the researcher throughout the entire process of research.

Information safety and data integrity. Safety and integrity of information and data obtained during the process of research are discussed by Saunders et al. (2009), as some of the crucial ethical issues the researcher has to account for. In line with these considerations, the researcher when conducting present study, has ensured that all of the collected data was stored in a form of a single copy on the flash USB stick in a location only the researcher had access to. The paper transcripts of the interviews as well as audio recordings were also stored in a safe place. The researcher will destroy all of the paper/audio interview transcripts and recordings five years after the project is finished to ensure safety of the study subjects.

Finally, when discussing ethical issues it is important to mention the role of the researcher in conducting empirical study. The researcher, the UAE national, can be viewed as an insider in relation to the sample population (Saunders et al., 2009). Such insider position, in addition to being a representative of a specific generation, may have an effect on the outcomes of the study, as pointed out by Easterby-Smith et al. (2012). In order to avoid such bias, the researcher has maintained a detailed record of the methodological procedures adopted within the scope of study, and also has ensured that his perception of the UAE generations have not affected the study outcomes.

3.6. Trustworthiness and reliability of the data, site and samples

3.6.1. Validity of the present study

According to Zohrabi (2013, p. 258) "… the principles underlying naturalistic and/ or qualitative research are based on the fact that validity is a matter of trustworthiness, utility and dependability that the evaluator and the different stakeholders place into it". Merriam (1998) argues that reality in qualitative studies it treated in a different manner when compared to quantitative research. Reality is considered holistic and constantly changing, as well as possessing multiple dimensions (Merriam, 1998). Therefore it is the responsibility of the researcher to ensure validity of the study throughout the multiple phases of the conducted research, particularly through the steps of methodology design, data collection and interpretation of the collected information and obtained results. Burns (1999) points out that validity is concerned with whether the research is believable, and also whether the research indeed studies phenomena in focus as stated by the original objectives. Due to this important goal, research validity is characterized as an important criterion which is used to evaluate an overall quality and appropriateness of the conducted research (Saunders et al., 2009). In line with these arguments, the evaluation of the quality of instruments used to collect data within a given study becomes very critical, as these instruments are utilized to obtain data and generate results (Fraenkel & Wallen, 2003). This is why it is essential for the researcher to evaluate the instruments and miscellaneous assessment procedures have been designed to conduct such validation of both the instrument and data. More specifically the researchers discuss assessment and validation of content, internal and external validity of the chosen toolkit and collected data (Zohrabi, 2013; Fraenkel & Wallen, 2003).

According to Zohrabi (2013, p. 258), content validity is "… related to a type of validity in which different elements, skills and behaviors are adequately and effectively measured". One of the most widely used approaches to validate the research instrument in relation to its content

validity is to seek opinion and feedback from the experts, mentors or supervisors (Zohrabi, 2013). The latter by reviewing the content of the instrument and the methodology design in general can develop suggestions and approaches towards improving the methodological toolkit. The content validity of the present study, in line with the argument by Zohrabi (2013), has been first validated through the comments and feedback provided by the researcher's mentors and supervisors. More specifically, the researcher has been recommended to adopt a mixed-method approach towards the developed research topic, and change phrasing of some of the questions used for the semi-structured interviews to ensure that the discussed questions are easy to understand and provide answers to by the respondents. Also, based on the provided feedback the researcher has discarded a number of questions due to their non-functionality. For instance, such questions as "How in your opinion your employees perceive you as a representative of your age cohort?" and "What in your opinion are the key challenges perceived by your team in the context of the multigenerational employees?" were discarded from the present study. The mentors of the researcher have criticized both questions for their high level of subjectivity and argued that instead of seeking to find out the respondent`s opinion, these questions instead are attempting to find out what is the subjective opinion of the respondent concerning opinion of the employees. The second question has also received criticism for lack of coherency and poor phrasing. Based on this feedback and comments, the researcher has made a decision to discard the two questions from the final version of the list of the questions for the semi-structured interviews.

Another key concern when designing and assessing the overall quality of the methodological approach is internal validity (Creswell, 2013). According to Zohrabi (2013, p. 258), "… internal validity is concerned with the congruence of the research findings with the reality. Also, it deals with the degree to which the researcher observes and measures what is supposed to be measured". In order to assess and improve internal validity Merriam (1998) is

recommending to apply the following six approaches: triangulation, long-term observation of the studied subjects or phenomenon in focus, researcher's bias, evaluation by peers, assessment conducted by members, and collaborative projects. The present study has adopted two of the discussed methods to assess internal validity – triangulation and evaluation by peers. Saunders et al. (2012) and Merriam (1998) argue that triangulation is one of the most effective approaches to increase internal validity of the research. In the essence, the method is based on collection of data through a number of sources/approaches; interviews, surveys or questionnaires, observations, etc. As pointed out by Merriam (1998) collection of the data through the use of one technique can be questioned by experts and rendered weak or subjective. Therefore, as suggested by the name of the approach, through practicing triangulation the researcher attempts to strengthen the findings by using multiple techniques. This consideration is particularly important and relevant for the chosen topic and methodological approach of the present study. The present thesis is aiming to investigate the differences in work-related values among the employees of the two of the higher educational institutions of the UAE by using a work-value inventory as one of the data collection tools. However, as rightfully pointed out by Wils et al. (2011), empirical studies trying to assess work-related values among multigenerational workforce often result in contradicting results and are as a general rule highly difficult, if not impossible to replicate. According to Wils et al. (2011), the empirical research on the topics related to work values is often very difficult to synthesize due to apparent lack of consensus in the applied methodology (how to measure work-related values) and theoretical definition (what are the work-related values). The situation is further complicated by the fact that the empirical studies on the work-related values have rendered a significant degree of variation which has been attributed to a number of sources including (1) country where the study has been conducted; (2) social status of the participants; (3) individual differences among the representatives of different generational cohorts (Wils et al., 2011; Lyons et al., 2009).

Triangulation on the other hand can help ensure that the collected data is valid, as usually it requires the researcher to conduct a quantitative study and validate it using additional qualitative approach.

Peer examination and assessment was another approach adopted by the researcher to assess internal validity of the present study. According to Creswell (2009), the approach involves actively seeking feedback and suggestions from the peers that are non-participants of the study in focus. The researcher, in line with this consideration, has asked for feedback from his fellow researchers and the feedback and recommendations have been provided from two other undergraduate students based on the examined Literature Review, Methodology and Findings chapters. The limitation of this approach is however the fact that one of the fellow researchers lacked proper background within the specific area of research – multigenerational workforce, however was proficient within the study areas related to strategic leadership. As pointed out by Zohrabi (2013, p. 258): "it is certain that the plausibility of data analysis and interpretations by these peers can tremendously augment the validity of the research".

Finally, the third of the selected approaches to ensure internal validity adopted within the scope of the present study is that of researcher's bias (Zohrabi, 2013). According to Saunders et al. (2012) and Creswell (2009) no research is completely free of bias as it is always conducted by a researcher who has own set of values, worldviews or beliefs. Therefore, when designing a study, collecting and analyzing data, and most importantly – interpreting results, the researcher has to try to stay as objective as possible. As pointed out by Zohrabi (2013, p. 259), "The inquirer needs to be explicit, critical and faithful at different phases of the inquiry process. (…) the researcher should try to remain as nonjudgmental and clear as possible throughout the research process". In order to comply with this recommendation, the researcher has indeed attempting to stay integral, objective and honest when analyzing data and reporting the

obtained findings and remained loyal to the ethical rules and principles discussed earlier within the scope of the present chapter.

The present study carefully considers the issues of external validity when designing methodological approach (Creswell, 2013). The researcher argues that the chosen design allows for ensuring validity of the study, however external validity is limited to other educational organizations within the UAE. The researcher suggests that the obtained results may to certain extent not be applicable to the UAE private organizations, or to other public educational institutions outside the UAE, as the generational composition and work values may differ across different countries (Shibab, 2001).

3.6.2. Reliability of the conducted research

Another important consideration relevant to the scope of any empirical work is research reliability (Saunders et al., 2012). According to Saunders et al. (2012), reliability of the study is concerned with replicability and consistency of the conducted research. According to Creswell (2009), while ensuring replicability of the specific study is quite straightforward when the researcher is adopting a quantitative approach (due to the fact that in that case he/ she is dealing with numerical values), within the scope of qualitative of mixed-method approach ensuring replicability of the obtained results may be a more serious challenge. At the same time, as discussed by Wils et al. (2011), within the chosen focus area of multigenerational workforce and work-values, little replicability has been ensured even through conducting surveys based on quantitative approach. The reason for such inconsistency within the obtained results, according to Wils et al. (2011), is due to major variability in the observed values among the representatives of one cohort which has been attributed to individual differences among the members of the cohort.

However, within the context of qualitative research the process of achieving identical or rather replicable results is significantly more difficult and challenging (Zahrabi, 2013). Such

inconsistency results from qualitative data often presented in the form of narratives which are highly difficult to interpret objectively. Merriam (1998) therefore recommends to change the goal and focus from ensuring replicability of the results to obtaining findings that are both dependable and consistent. A total of three approaches/techniques have been suggested to ensure consistency and dependability of the research findings: (1) triangulation, (2) study audit and (3) the position of the researcher (Merriam, 1998; Zahrabi, 2013). The present study has adopted all three approaches to increase overall reliability of the research conducted. The technique of triangulation has been discussed before, and therefore will not be characterized within the present sub-section. Merriam (1998) points out that it is the responsibility of the researcher to provide a detailed description and characterization of the different processes and procedures that were adopted during the research process. The researcher is therefore expected to carefully and honestly elaborate on each one of the procedures adopted to obtain the results. Within the scope of the present study the researcher has provided careful description and characterization of each of the methodological phases adopted to answer the research questions. The second of the discussed techniques to ensure internal reliability is that of the audit trial. This procedure includes description of how the data has been collected and analysed. Within the scope of qualitative research, the audit may concern explaining how different themes were derived and characterized. Conducting audit trial helps ensure that the study can be replicated by other researchers if necessary.

Finally, the third technique concerns the position of the investigator (Merriam, 1998). The researcher may choose to elaborate on such issues as philosophy of the research and research paradigm, as well as study design. This allows the reader to critically evaluate how knowledge and reality are perceived within the scope of the study (Merriam, 1998). This approach has also been utilized within the scope of the present study through discussion of the issues related to research philosophy, paradigm, etc.

3.6.3. Creditability of the conducted research

The creditability of the qualitative part of the present study has been assured through proper description and justification of the adopted methodologies. In addition to that, the study participants were found and interviewed in their normal work-setting, which is important to ensuring honest and natural answers (Saunders et al., 2009). Therefore, it can be argued that the study has been conducted in real and natural context, and therefore it is highly unlikely that the outcomes of the present study were influence or affected by artificial environment or circumstances. In addition to that, the participants of the current study were treated not as research subjects but as study participants. The researcher has also conducted digital recording of the interviews in cases when the permission was granted from the participant. Another important point is the fact that the researcher was an external investigator and was perceived by the study participants as such, therefore the latter were less likely to be suspicious or mistrustful in relation to information and opinions they have shared and provided during the interview. Furthermore, the researcher has maintained a professional and healthy relationship with all of the study participants which has been ensured through the proper email communications and updates regarding the schedule of activities, informing participants of their rights, updates on the status of research progress, etc.

3.6.4. Pilot study

Prior to conducting the main study, the researcher has conducted the preliminary study to test the selected data collection tool (survey) and data collection method (emailing surveys to the respondents). To test this, the researcher has distributed the initial version of the survey (Appendix 1) among 30 of the randomly selected study participants, employees of the Universities of Zayed and Abu Dhabi. First of all, the participants of the pilot study were asked to review the questions of the work value inventory (Appendix 1, a) and let the researcher know if they find any of the items unclear, ambiguous or difficult to comprehend. As a result, most

of the participants expressed their concern with the following passage: "The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not at all considered equally important; some are very important to some people but little importance to others. Read each statement carefully and indicate important it is to you."

The participants of the survey have expressed their concern that the above mentioned passage of text indirectly affects their opinion and answer through implying that all of the presented work-related values should be important. In addition to that, 10 of the 30 survey participants mentioned that while most of the work values are clearly defined and expressed, in relation to some of them they have doubts whether a statement applies to their life in general, or only to their current position within the university.

The study participants have filled in the distributed questionnaires and the researcher has conducted statistical analysis of the obtained answers. The conducted analysis based on Cronbach's alpha has demonstrated that the alpha value for the discussed values ranged from 0.91 to 0.98. The obtained alpha scores are considered relatively high in relation to other studies conducted in the context of employee work values inventories (Super, 1970; Vansteenkiste et al., 2007). Therefore, the researcher has decided that the utilized tool for data collection is satisfactory in terms of its reliability and can be used in the main study.

In addition to that, the researcher has decided to modify the work value inventory based on the feedback provided by the pilot study participants. More specifically, the researcher has changed the text explaining the task and phrasing of some of the work related values the participants had most concerns about. The modified version of the survey is presented in the Appendix 1, part b.

CHAPTER 4: FINDINGS

4.1. Chapter Overview

The present chapter will present the key findings concerning differential values among multigenerational workforce employed by the Zayed University and the Abu Dhabi University. The chapter will consist of the following subsections: a subsection presenting demographic information concerning surveyed and interviewed participants (their age, gender, level of education, number of years employed by the educational institution), a subsection dedicated to quantitative analysis of the survey data (collected from 500 respondents), and a subsection dedicated to analysis of the qualitative data based on semi-structured interviews conducted with 30 employees. The subsections will present and interpret the key findings of the present research which will be presented in the form of narrative, graphs and tables.

4.1. Demographic data: sample population

According to Saunders et al. (2011), incomplete data or missing data point may become a serious issue when conducting scientific research, due to the fact that they can result in complexities and bias during the statistical analysis step. Therefore, the occurrence of non-response data points can have a number of undesired consequences, for instance – various kinds of interference during the statistical analysis step. This interference can alter relationships between the studied variables (Saunders et al., 2011). In line with these considerations Creswell (2009) and Saunders et al. (2011) advise to solve the problem of missing data points early during the research – at the stage of raw data exploration, due to the fact that there are no reliable tests that could completely eliminate result bias caused by non-response data points. At the same time it is important to acknowledge that this approach has a major limitation, as elimination of incomplete responses leads to decreasing the overall sample size of the study, which negatively affects reliability of the research (Saunders et al., 2011). In line with these considerations, the dataset obtained through the survey data collection tool has been manually

investigated and properly labelled. Out of 521 obtained responses, 21 were missing answers to 1 to 6 survey inquires. All of the 21 incomplete responses were excluded from further analysis. As a result of such manipulation, although the original size of the sample population has been reduced, all of the collected data has been screened for errors and all of the non-response data points that could further interfere with the result, had been removed.

Prior to conducting quantitative (survey) and qualitative (semi-structured interviews) parts of the study, demographic data has been collected from all of the participants. According to Saunders et al. (2011) collection and analysis of demographic data is very important within empirical research, as it allows to characterise the sample population and account for any imbalances (e.g. gender, age, level of education) that may alter or skew the obtained results.

4.1.1. Age of the survey and interview participants

According to the results of the demographic analysis, the three studied cohorts – millennials, generation X and Baby boomers were almost equally represented within the surveyed sample population (**Figure 5**): 33.1% of employees aged between 18 and 34, 33.4% employees aged between 35 and 51, and 33.6% of employees aged between 52 and 70. The results indicate that there is no bias towards a specific age cohort, therefore it is expected that data concerning generational values should be representative and not biased.
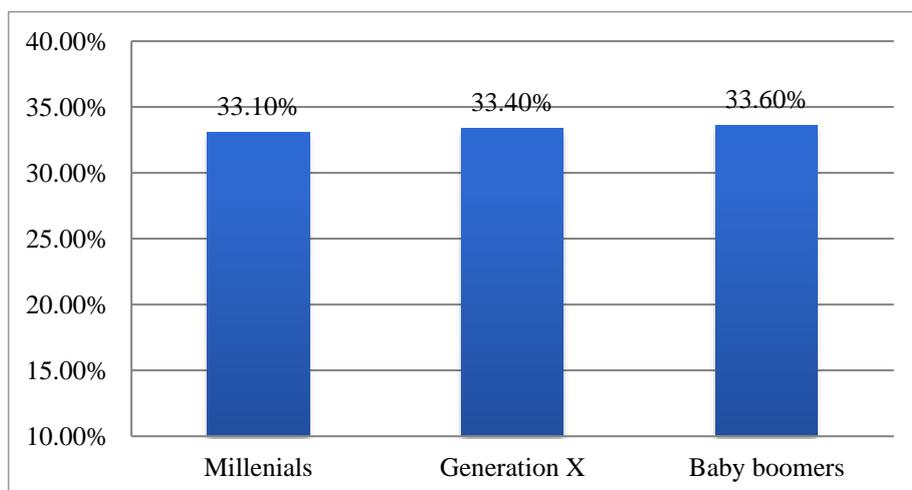
Figure 4 Age cohorts of the surveyed participants

Concerning the interview participants, 30 managers from the universities of Zayed University and Abu Dhabi University, a different picture was observed. All three age groups (Millennials, Generation X and Baby Boomers) were represented in the survey sample. However, unlike in the survey population, Millennials and Baby Boomers were least represented among the 30 interviewees: 20% and 33.4% respectively (**Figure 4**). Nearly half of the interviewees (46.6% or 14 individuals) were representatives of the Generation X age cohort. Overall, it can be said that all of the studied age cohort groups were within the obtained sample, and therefore the study has obtained insights and reflections on multigenerational workforce value differences coming from managers representing these age cohorts themselves.
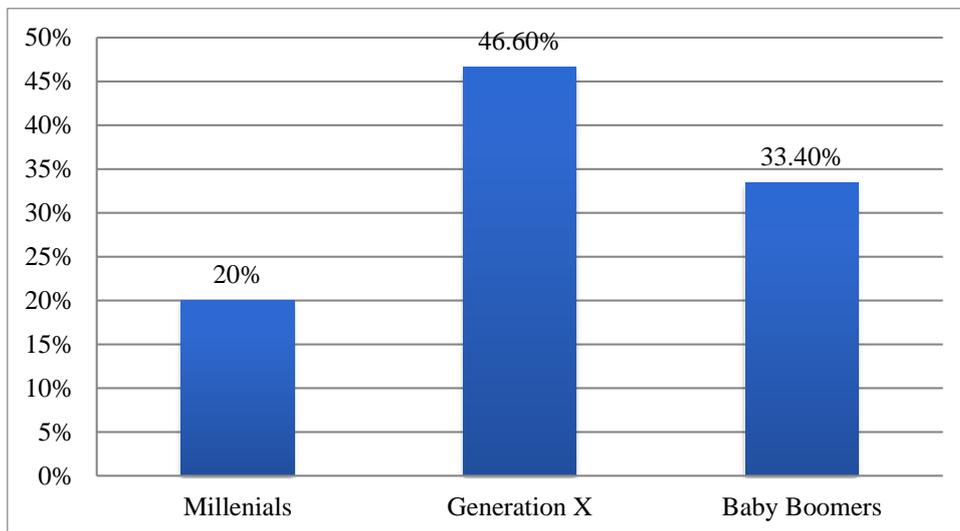
Figure 5 Age cohorts of the interview participants

4.1.2. Gender of the survey and interview participants

According to the obtained results, the gender distribution differed between the sampled generation cohorts. Among all of the three studied generations, female employees were less abandoned than their male counterparts. The highest representation of female employees was observed within the youngest age group – Millennials. Female constituted 42,8% of the surveyed Millennials (71 females and 95 males respectively) (**Figure 6**). Among the surveyed Generation X-ers employed by the universities of Zayed University and Abu Dhabi University, females represented 38,3% of the study participants (103 males and 64 females respectively).

The lowest percentage of female employees have been observed within the oldest age cohort – Baby Boomers: only 29.8% of the survey participants were females (118 males and 48 females respectively). Overall, it can be concluded that the obtained sample was biased towards male gender, as female participants were underrepresented. This probably reflects the actual gender distribution within the UAE higher education system, as discussed by Ministry of State for Federal National Council Affairs (2008) and Lim (2015) and therefore should not be seen as a study limitation.
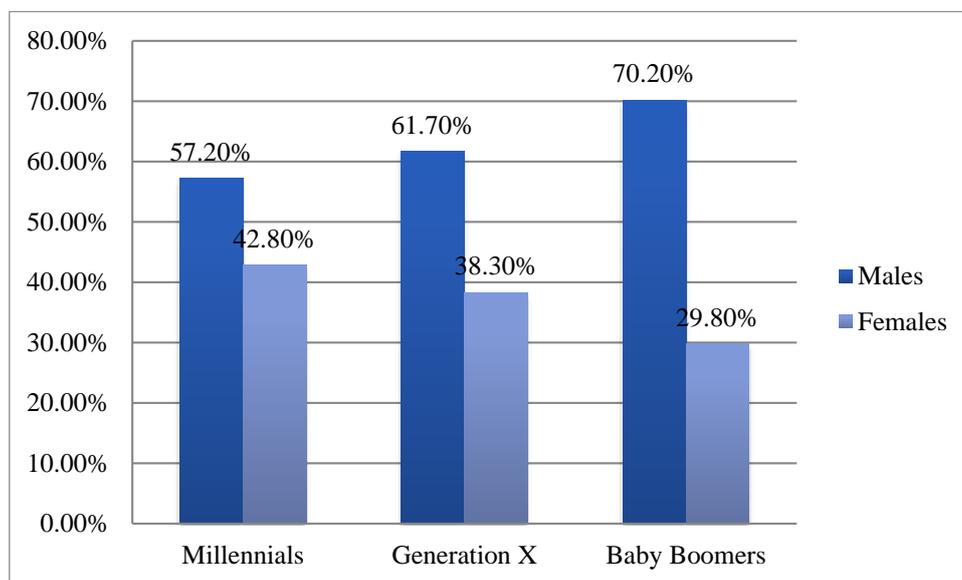
Figure 6 Gender distribution of the surveyed Millennials, Generation X-ers and Baby Boomers

Somewhat similar demographic data has been obtained concerning gender of the interviewed participants (**Figure 6**). Female respondents were also underrepresented among the interview sample, except for the generation of Millennials (50% of female and male respondents respectively). Among the Baby Boomers, however, all of the 100% interviewees turned out to be males. The Generation X-ers were represented by 78.6% male and 21.4% female respondents. Overall, it can be concluded that among two age cohorts, Generation X and Baby Boomers, women were significantly underrepresented. Therefore it is important to acknowledge that the results of the present study majorly reflect opinion of male respondents

concerning intergenerational values and leadership approaches towards management of multigenerational workforce within the context of the educational sector of the UAE.
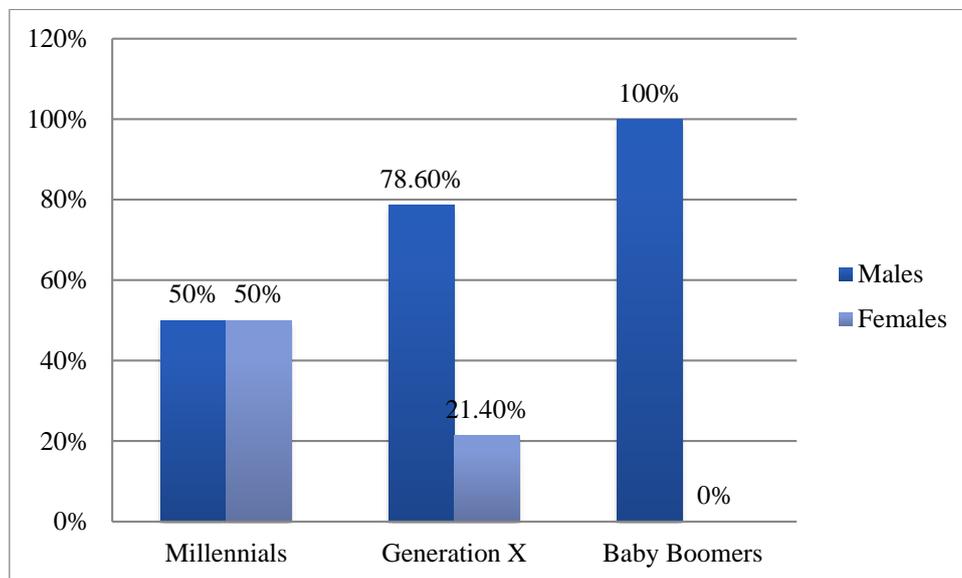
Figure 7 Gender distribution of the interviewed Millennials, Generation X-ers and Baby Boomers

4.1.3. Educational level of the surveyed participants

According to the conducted demographic analysis, none of the surveyed study participants had a level of education below that of Bachelor`s degree (**Figure 7**). Instead among all of the three studied age groups (Millennials, Generation X-ers and Baby Boomers), the respondents were holding either Bachelor, Master`s or PhD degrees. Among the youngest generation, Millennials, 31% of the respondents (or 50 individuals) possessed Bachelor degree, 38% - were holding a Master's, and 31% reported to have a PhD. Slightly less Generation X-ers had a Bachelor degree when compared to the Millennials: 27%. A total of 41% (or 69 individuals) had a Master`s degree and 32% (or 53 individuals) had a PhD. The lowest number of Bachelor degree holders was registered among Baby Boomers: 26% (or 42 individuals); 42% of them (70 individuals) had a Master's, and one third (33% or 55 individuals) – possessed a PhD (**Figure 8**).
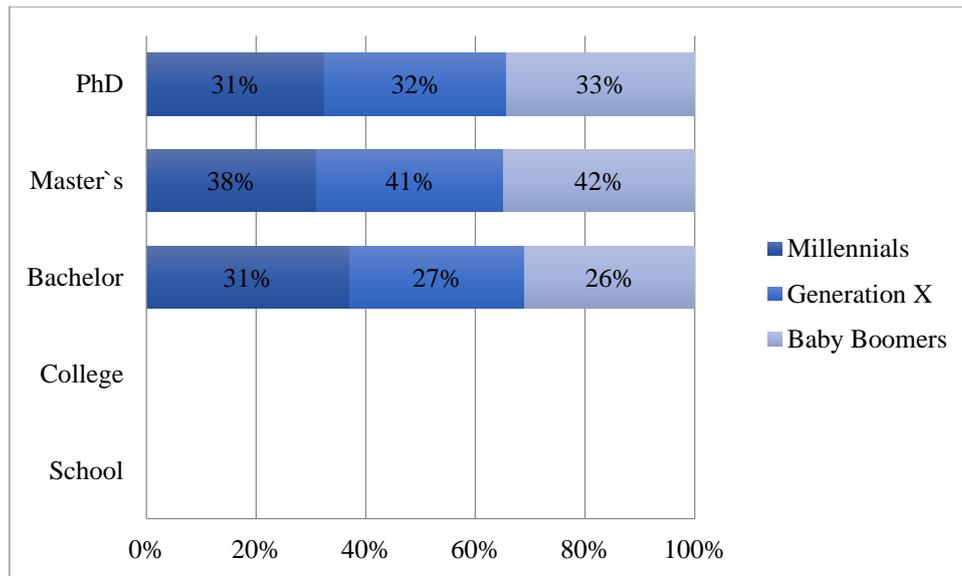
Figure 8 Level of education of the surveyed Millennials, Generation X-ers and Baby Boomers

4.2. Quantitative analysis

The present section is dedicated to analysis of the quantitative data obtained by the present study. More specifically, the section deals with descriptive and inferential statistics. The section dedicated to descriptive statistics will discuss analysis of normality of the obtained data and justify the choice of the statistical tools used to conduct inferential statistics. The following section, inferential statistics, will present findings of the analysis of the relationship between the 45 studied work-related values and age cohort (Millennials, Generation X-ers and Baby Boomers) of the studied employees of the two of the UAE universities: Zayed University and Abu Dhabi University.

4.2.1. Descriptive statistics: analysis of normality

The present study has focused on the relationship between the age cohort employees of two of the studied UAE higher educational institutions (Zayed and Abu Dhabi universities) belong to and their work values. In order to determine the appropriate statistical tools (e.g. correlation analysis and comparison of two samples) the researcher has performed an additional test – to test whether the obtained data is normally distributed. Such test, a Kurtosis distribution test, is crucial during the explorative stage of statistical data analysis (Saunders et al., 2011). The research has adopted the guidelines by Cramer and Howitt (2004) when determining the

normality of the obtained sample. In accordance with these recommendations, the Kurtosis and the standard error values were obtained for each of the studied 45 work-related values and presented in the **Appendix 4**. The next step was to divide the obtained Kurtosis values by the appropriate Kurtosis standard errors. Cramer and Howitt (2004) argue that any value higher or equal to 1.96 indicates that the studied data is normally distributed. To complement the Kurtosis normality test, the research has also checked the data for skewness (**Appendix 4**). According to the Kurtosis test results, most of the obtained data showed normal distribution. In line with the obtained results, a choice was made to use two independent sample t-test when comparing perception of importance of various work related values among the employees of the two UAE universities: Abu Dhabi University and Zayed University. T-test was chosen due to its high effectiveness and reliability (Saunders et al., 2011; Creswell, 2009), and also due to the fact that it can be applied when there is no normality assumption concerning the obtained data (Cramer & Howitt, 2004).

4.2. Quantitative analysis

A total of 45 variables representing different work-related values have been scored among the 521 survey participants (**Appendix 1**). The variables represent the following dimensions: creativity, management, achievement, surroundings, supervisory relations, way of life, security, associates, aesthetics, prestige, independence, variety, economic return, altruism, intellectual stimulation.

4.2.1. Dimensions of Creativity and Aesthetics

Creativity and job variety are discussed as two important aspects contributing to overall satisfaction with one's job (Schwartz, 1999). The dimension of creativity was scored using the following three variables: trying, creation and contribution of new ideas to the work process. According to the conducted independent samples t-test analysis, no significant differences have been identified when comparing the values of trying, creation and contribution of new ideas to

the work process among two age cohorts Millennials and Generation X-ers or any other age cohort pairs (**Table 1**).

Table 1 Dimensions of creativity and aesthetics: mean comparison across age cohorts

Value/ Cohort	Millennials	Generation X-ers	Baby Boomers
New ideas	3.88	3.84	3.78
Create ideas	4.28	4.26	4.20
Contribute ideas	4.03	3.92	3.92
Artistic value	3.88	3.84	3.78
Beautiful product	4.29	4.26	4.20
Attractive product	4.05	3.92	3.92

There was no significant difference in how Millennials and Generation X-ers valued factors related to the dimension of creativity: experiencing new ideas (M=3.88 and M=3.84, p=0.56), creating new ideas (M=4.28 and M=4.26, p=0.81), contributing ideas (M=4.03 and M=3.92, p=0.412). No significant differences in creativity dimension value perceptions were observed among Millennials and Baby Boomers: experiencing new ideas (M=3.88 and M=3.78, p=0.917), creating new ideas (M=4.28 and M=4.2, p=0.569), contributing ideas (M=4.03 and M=3.92, p=0.409). Finally, no significant differences were observed when comparing value perceptions of Generation X-ers and Baby Boomers: experiencing new ideas (M=3.84 and M=3.78, p=0.917), creating new ideas (M=4.26 and M=4.2, p=0.383), contributing ideas (M=3.92 and M=3.92, p=0.536).

It can therefore be concluded that although according to the obtained means (**Figure 9**), there were differences among how different generations valued creativity within their workplace, none of these differences were in fact significant. Overall, it can be said that all of the three studied generations of employees perceived such value as creation of new ideas rather important. This finding is in contradiction with the findings by Stanley (2010), Zemke et al. (2012) and Jin (2012) who did find significant differences in perceived importance of creativity related dimension among representatives of different age cohorts. The obtained results may therefore be attributed either to the specific professional context (educational environment), or

cultural setting (e.g. more strict hierarchy and less appreciation for creativity at workplace), as pointed out by Wils et al. (2011).
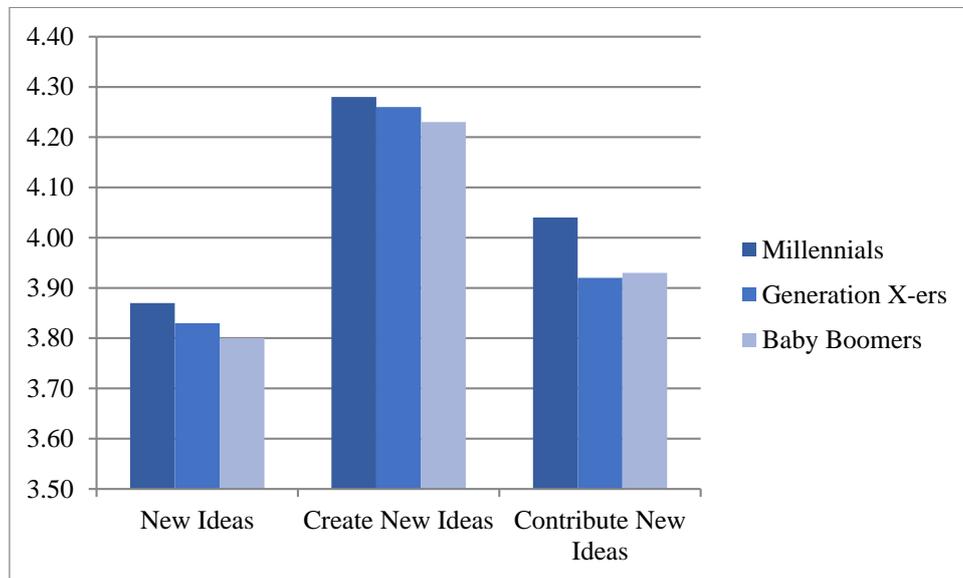
Figure 9 Comparison of creativity dimension values among the studied age cohorts

The dimension of aesthetic has been assessed through evaluation of the following three work-related values: having a need for artistic ability, adding beauty to the world and making attractive products (**Appendix 1**). There were no significant differences in how Millennials and Generation X-ers valued factors related to the dimension of aesthetics: artistic value (M=3.88 and M=3.84, p=0.56), creating beautiful product (M=4.29 and M=4.26, p=0.939), and creating attractive product (M=4.05 and M=3.92, p=0.538). When comparing Millennials and Baby Boomers in their perception of values related to aesthetic dimension: artistic value (M=3.88 and M=3.78, p=0.45), creating beautiful product (M=4.29 and M=4.2, p=0.65), and creating attractive product (M=4.05 and M=3.92, p=0.312). Finally, comparison of the last cohort pair, Generation X-ers and Baby Boomers, also resulted in no significant differences: artistic value (M=3.84 and M=3.78, p=0.56), creating beautiful product (M=4.26 and M=4.2, p=0.68), and crating attractive product (M=3.92 and M=3.92, p=0.512). According to the results of the conducted study, neither of the three generations of employees seemed to have a differential preference for the dimension of aesthetic. It can be hypothesized that there were actually no

inter-cohort differences, or formulation and survey questions themselves were not appropriate for the studied work domain – education.

4.2.2. Dimensions of management and supervisory relationships

Dimension of management. Dimension of management has been measured using the following work-related values: having authority over others, exercise leadership, plan and organize work of others. When comparing perceptions of values related to the dimension of management between Millennials and Generation X-ers, no significant differences have been observed: having authority over others (M=2.82 and M=2.81, p=0.62), exercise leadership (M=3.03 and M=2.99, p=0.894), and plan and organize work of others (M=2.72 and M=2.81, p=0.217). However, when Millennials were compared with Generation X-ers two out of three tested variables were significantly different: having authority over others (M=2.82 and M=3.13, p=0.003), exercise leadership (M=3.03 and M=3.14, p=0.238), and plan and organize work of others (M=2.72 and M=3.25, p=0.012). Finally, when Generation X-ers were compared with Baby Boomers, similar pattern emerged: having authority over others (M=2.81 and M=3.13, p=0.01), exercise leadership (M=2.99 and M=3.14, p=0.031), and plan and organize work of others (M=2.81 and M=3.25, p=0.00) (**Table 2**).

Table 2 Dimensions of management and supervisory relationships: mean comparison across age cohorts

Value/ Cohort	Millennials	Generation X-ers	Baby Boomers
Authority	2.82	2.81	3.13
Leading	3.03	2.99	3.14
Plan and organise	2.72	2.81	3.25
Fair boss	3.06	2.99	3.14
Reasonable boss	3.13	3.43	3.35
Considerate supervisor	2.82	2.81	3.13

Therefore, it can be concluded that in accordance with expectations, older employees – Baby Boomers highly valued the role of authority, leadership and organization and planning (**Figure 10**). On the other hand, younger generations – both Millennials and Generation X-ers, perceived the dimension of management as less important when compared to their older

colleagues. This finding corresponds with the results obtained by Zemke et al. (2012) and Wils et al. (2011), therefore suggesting that the UAE cultural context does not have a significant effect on difference within the studied dimension of different age cohorts of employees.
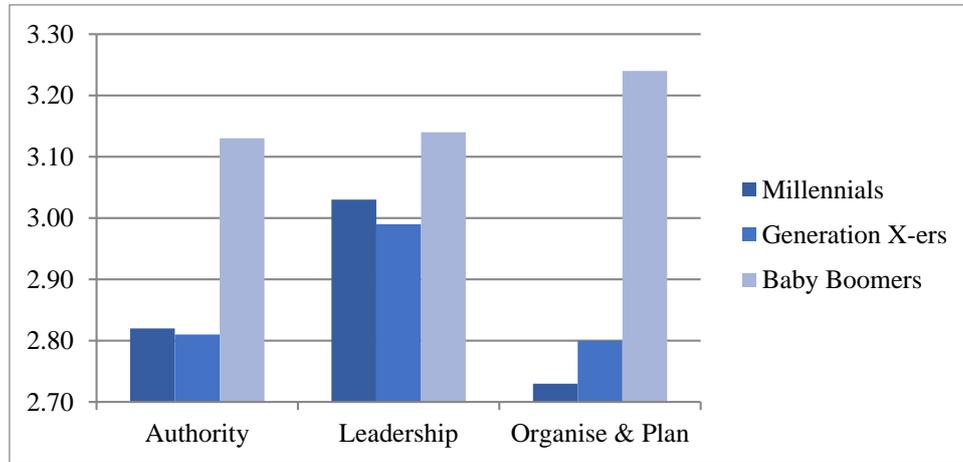
Figure 10 Differences in the perceived importance of values related to management among the three studied age cohorts

The present study has scored the dimension of supervisory relationship using such three values: having a fair boss, having a reasonable boss and having a considerate supervisor. When comparing perception of the importance of such value among Millennials and Generation X-ers, significant differences were identified only in how two cohorts perceived importance of having a reasonable boss: having a fair boss (M=3.06 and M=2.99, p=0.898), having a reasonable boss (M=3.13 and M=3.43, p=0.00) and having a considerate supervisor (M=2.82 and M=2.81, p=0.62). When comparing Millennials with Baby Boomers more significant differences were identified: having a fair boss (M=3.06 and M=3.14, p=0.361), having a reasonable boss (M=3.13 and M=3.35, p=0.00) and having a considerate supervisor (M=2.82 and M=3.13, p=0.003). Finally, when the last cohort pair has been tested using independent sample t-test – Generation X-ers and Baby Boomers, significant difference has only been found within one variable: having a fair boss (M=2.99 and M=3.14, p=0.31), having a reasonable boss (M=3.43 and M=3.35, p=0.773) and having a considerate supervisor (M=2.81 and M=3.13, p=0.01).

Overall, the conducted analysis demonstrates that the significant differences were observed in one value – having a considerate boss (more important among older generations) – and not in the entire supervisory relationships dimension (**Figure 11**). Still the observed differences closely resemble observations by Wils et al. (2011), Eisner (2005) and Zemke et al. (2005) who argue that older generations are more concerned with the relationships with authority. The present study, however, within its quantitative part has not accounted for the management/ leadership style preferred by different age cohorts. This issue will be thoroughly discussed within the qualitative part of the present study.
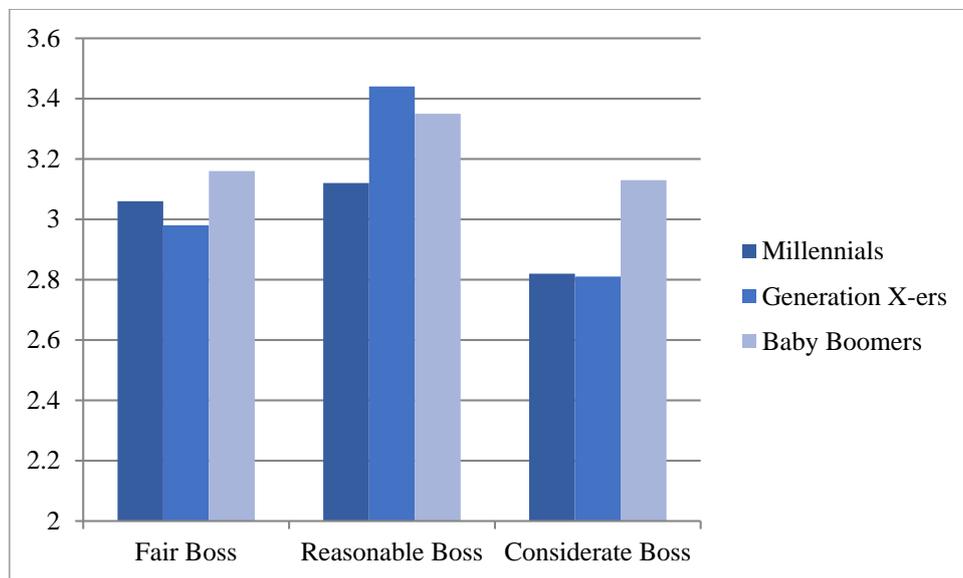
Figure 11 Differences in the perceived importance of values related to supervisory relationships among the three studied age cohorts

4.2.3. Dimensions of achievement and prestige

The dimension of achievement was scored using the following values: feeling of having a good day`s work, satisfaction with job results, seeing the results of one`s efforts. When comparing Millennials with Generation X-ers, their perception of importance of achievement dimension values differed significantly throughout all of the three scored variables: feeling of having a good day`s work (M=3.01 and M=3.6, p=0.00), satisfaction with job results (M=3.12 and M=3.43, p=0.00), and seeing the results of one`s efforts (M=3.15 and M=3.43, p=0.00).

Table 3 Dimensions of achievement and prestige: mean comparison across age cohorts

Value/ Cohort	Millennials	Generation X-ers	Baby Boomers

Good feel	3.01	3.60	3.02
Results of job	3.12	3.43	3.35
Results of efforts	3.15	3.43	3.35
Prestige	4.28	4.26	4.20
Work importance	4.10	4.12	4.23
Look up	4.29	4.26	4.20

Comparison of Millennials and Baby Boomers also resulted in significant differences across two of the three scored values: feeling of having a good day`s work (M=3.01 and M=3.02, p=0.448), satisfaction with job results (M=3.12 and M=3.35, p=0.00), and seeing the results of one`s efforts (M=3.15 and M=3.35, p=0.00). Finally, comparison of the last cohort pair − Generation X-ers and Baby Boomers has demonstrated that only one of the three scored values was significantly different: feeling of having a good day`s work (M=3.6 and M=3.02, p=0.00), satisfaction with job results (M=3.43 and M=3.35, p=0.773), and seeing the results of one`s efforts (M=3.43 and M=3.35, p=0.773).

Overall, the analysis of values related to achievement has demonstrated that, according to the obtained results, the biggest difference in values was observed among the youngest generation, Millennials and Generation X-ers (**Figure 12**). The difference between Generation X-ers and Baby Boomers was less pronounced. According to the obtained results the employees of Generation X value achievement related values the most. The observed pattern contradicts findings by Martin (2005), who points out that Millennials have higher regard for values concerning personal achievement at work. At the same time, Generation X-ers have been demonstrated to perceive career as opposed to employment higher than other generations (Morrison et al., 2006). Therefore, an overall high regard for career development would explain why Generation X-ers would value achievement more than the other two studied age cohorts.
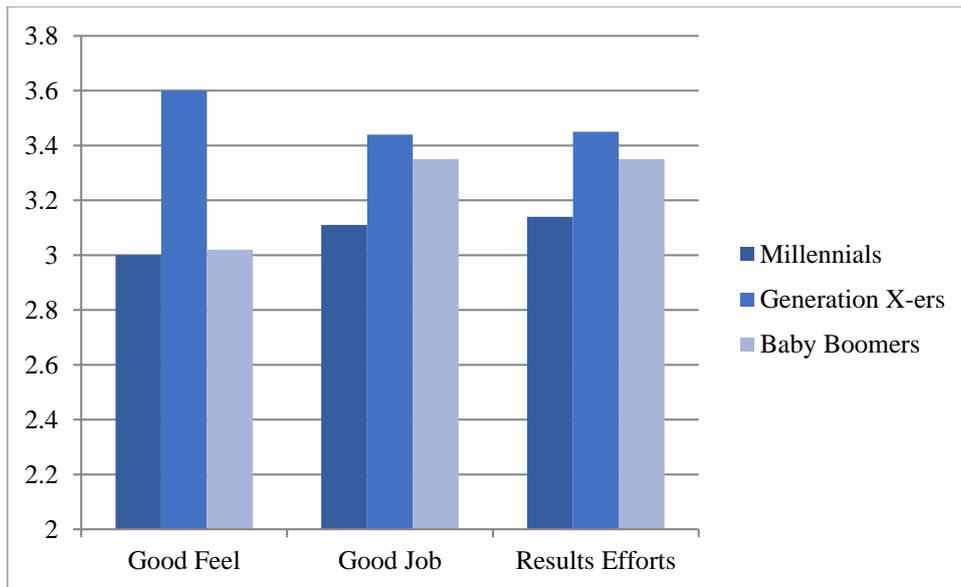
Figure 12 Differences in the perceived importance of values related to achievement among the three studied age cohorts

The present study has assessed the following three values among the employees of the two of the UAE universities in order to examine the dimension of prestige: gain prestige in one`s field, knowing that other consider one`s work important and to be looked up by others (**Appendix 1**). When perception of values related to prestige dimension were compared among Millennials and Generation X-ers, no significant differences were observed: gain prestige (M=4.28 and M=4.26, p=0.09), having important work (M=4.1 and M=4.12, p=0.541) and to be looked up by others (M=4.29 and M=4.26, p=0.453). Results of comparison of Millennials and Baby Boomers also indicated no significant differences among the two age cohort representatives: gain prestige (M=4.28 and M=4.2, p=0.234), having important work (M=4.1 and M=4.23, p=0.641) and to be looked up by others (M=4.29 and M=4.2, p=0.321). Finally, comparison of Generation X-ers and Baby Boomers revealed that there was no significant difference in how these two cohorts perceived importance of prestige dimension values: gain prestige (M=4.26 and M=4.2, p=0.42), having important work (M=4.12 and M=4.23, p=0.988) and to be looked up by others (M=4.26 and M=4.2, p=0.42).

Interestingly, the attitude towards the dimension of prestige was highly similar throughout the three of the studied age cohorts: Millennials, Generation X-ers and Baby Boomers (**Figure 13**).

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This contradicts empirical literature on the subject, according to which older generations, such as Veterans and Baby Boomers value prestige of their job higher when compared to their younger fellow colleagues. The contradiction may be attributed to the national context of the present study, as all of the UAE employees seem to attach high importance to the dimension of prestige when compared to other studied dimensions.
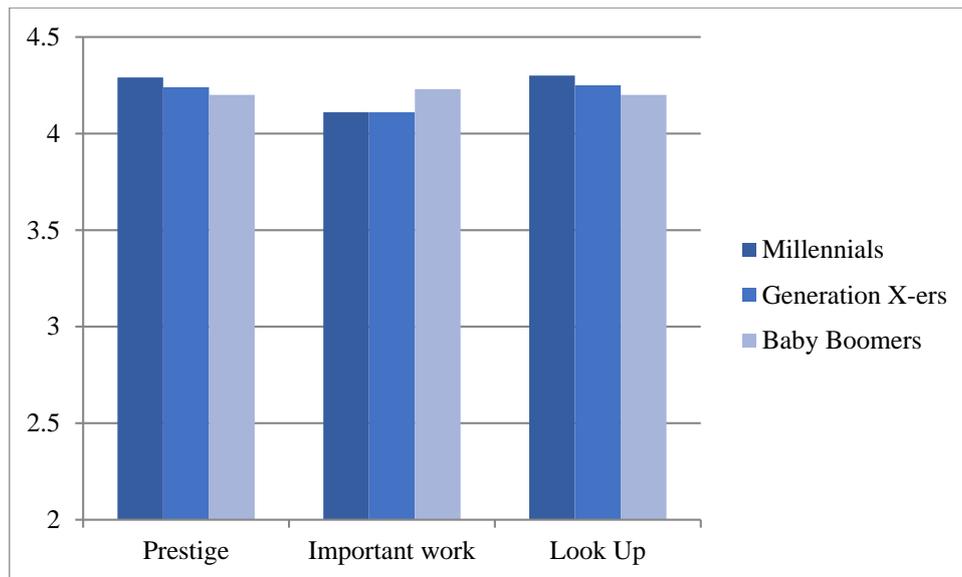
Figure 13 Differences in the perceived importance of values related to prestige dimension among the three studied age cohorts

4.2.4. Dimensions of surroundings and associates

The dimension of surroundings relate to the physical environment of one`s workplace, and the present study focused on three values related to this dimension: liking the work settings, having appropriate facilities (toilet, lounge, canteen, etc.) and having a quiet and adequate work spot. As independent sample t-test has been conducted to test for differences in how important were surroundings to Millennials versus Generation X-ers, all of the three tested values were significantly different: work settings (M=2.95 and M=3.6, p=0.00), appropriate facilities (M=3.16 and M=3.43, p=0.00) and having a quiet work spot (M=3.14 and M=3.43, p=0.00) (**Table 4**). When Millennials were compared to Baby Boomers, the differences were observed in all variables except the one related to work setting: work settings (M=2.95 and M=3.02, p=0.162), appropriate facilities (M=3.16 and M=3.35, p=0.00) and having a quiet work spot

(M=3.14 and M=3.35, p=0.00). Finally, comparison of Generation X-ers and Baby Boomers resulted in only one variable being significantly different between the two cohorts: work settings (M=3.6 and M=3.02, p=0.00), appropriate facilities (M=3.43 and M=3.35, p=0.773) and having a quiet work spot (M=3.43 and M=3.35, p=0.773).

Table 4 Dimensions of surroundings and associates: mean comparison across age cohorts

Value/ Cohort	Millennials	Generation X-ers	Baby Boomers
Work setting	2.95	3.60	3.02
Facilities	3.16	3.43	3.35
Quiet workplace	3.14	3.43	3.35
Gang	2.83	3.37	2.96
Friends	3.02	3.60	3.02
Connections	3.14	3.43	3.35

According to the results of the quantitative analysis, the most pronounced difference has been observed between Millennials and Generation X-ers (**Figure 14**). The latter were demonstrated to have the highest level of concern for work values related to surroundings dimension, as it appears that they value work settings and comfort at work the most. Overall, to the present knowledge there is little empirical evidence concerning how representatives of different age cohorts' value work surroundings within the UAE context, and therefore the present study provides first insight into this matter.
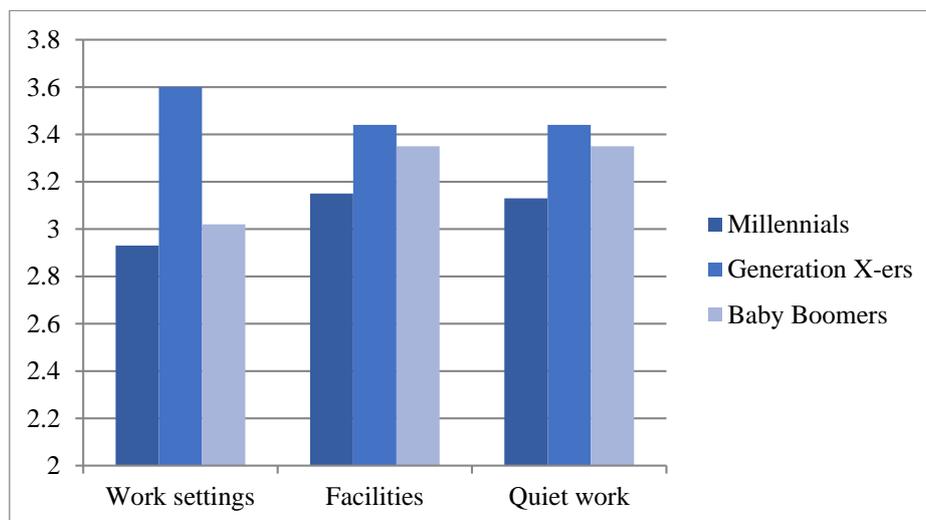
Figure 14 Differences in the perceived importance of values related to surroundings among the three studied age cohorts

The present study has measured the dimension of associates by focusing on three key work-related values: being part of the gang, having friendships with one`s fellow employees, and establishing connections with one`s colleagues (**Appendix 1**). When importance perception was compared among Millennials and Generation X-ers, all of the three values were significantly different between the two studied cohort groups: part of the gang (M=2.83 and M=3.37, p=0.00), having friendships (M=3.02 and M=3.6, p=0.00), and establishing connections with employees (M=3.14 and M=3.43, p=0.00). When Millennials were compared to Baby Boomers, significant difference was observed only within connections variable: part of the gang (M=2.83 and M=2.96, p=0.131), having friendships (M=3.02 and M=3.02, p=0.474), and establishing connections with employees (M=3.14 and M=3.35, p=0.00). Finally, when Generation X-ers were compared with Baby Boomers, all of the variables except connections-related one were significantly more important for Generation X-ers: part of the gang (M=3.38 and M=2.96, p=0.00), having friendships (M=3.59 and M=3.02, p=0.00), and establishing connections with employees (M=3.44 and M=3.35, p=0.773).

These findings are in accordance with the quantitative results of the present study, as Generation X-ers indeed, seem to highly value connections, friendships and feeling of belonging with a team within the UAE educational context.
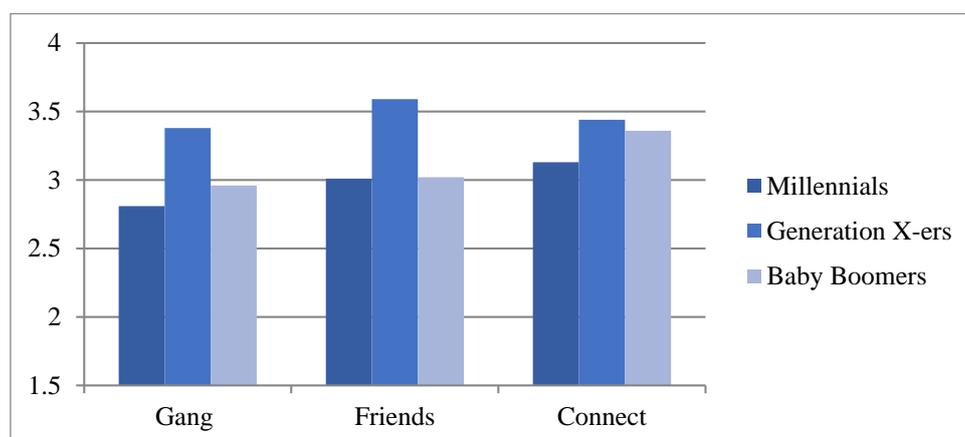

Figure 15 Differences in the perceived importance of values related to associates dimension among the three studied age cohorts

4.2.5. Dimensions of the way of life and independence

Dimension of the way of life has been measured by the following work-related values: as being the kind of person one wants to be, having a desired way of life outside one`s job and leading the kind of life one enjoys most. According to the conducted comparison of way of life related values among Millennials and Generation X-ers, no significant differences have been identified in any of the tested values: being yourself (M=3.05 and M=2.99, p=0.922), way of life (M=2.79 and M=2.81, p=0.4) and enjoying one`s life (M=3.05 and M=2.99, p=0.923). When Millennials were compared to Baby Boomers, the following pattern emerged: being yourself (M=3.05 and M=3.14, p=0.247), way of life (M=2.79 and M=3.25, p=0.006) and enjoying one`s life (M=3.05 and M=3.14, p=0.0457). Finally, when Generation X-ers were compared to Baby Boomers, once again, only one variable (way of life) was significantly different between the two cohorts: being yourself (M=2.99 and M=3.14, p=0.31), way of life (M=2.81 and M=3.25, p=0.00) and enjoying one`s life (M=2.99 and M=3.14, p=0.082) (**Table 5**).

Table 5 Dimensions of way of life and independence: mean comparison across age cohorts

Value/ Cohort	Millennials	Generation X-ers	Baby Boomers
Be yourself	3.05	2.99	3.14
Way of life	2.79	2.81	3.25
Enjoy life	3.05	2.99	3.14
Freedom	4.05	3.92	3.92
Own decisions	3.16	3.43	3.35
Own boss	3.48	3.00	3.00

According to the results of the present study, the oldest generation studied – Baby Boomers tended to have the most appreciation for way of life related values, particularly to life outside their work (**Figure 16**). These findings clearly contradict existing empirical literature concerning values of multigenerational workforce within the Western setting (Zemke et al., 2012; Martin, 2005), who argue that Millennials have the highest demand when it comes to work/ life balance and appreciate high level of flexibility offered by the employee. Interestingly, however, the results obtained from the UAE Baby Boomers resemble those of

the Veterans in the Western world (Cogin, 2012). The latter, according to Martin (2005) highly value time spent with their families and children, which could explain the observed pattern assuming that the UAE Baby Boomers had children earlier in life (Wils et al., 2011).
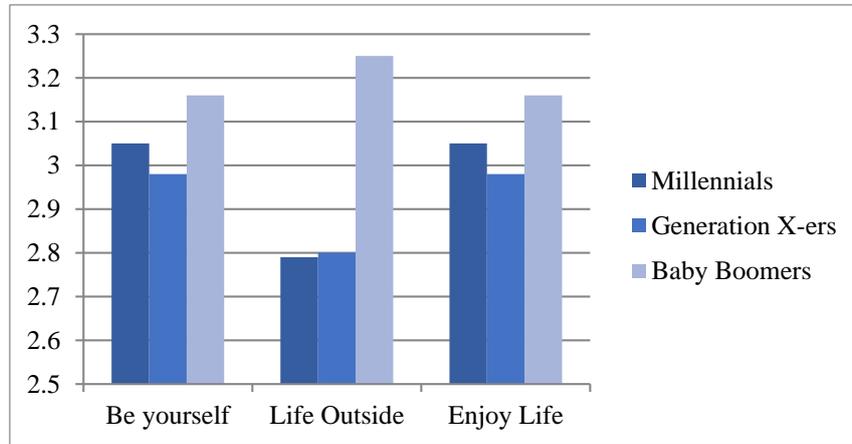

Figure 16 Differences in the perceived importance of values related to way of life dimension among the three studied age cohorts

The dimension of independence at work was assessed based on the following three values: having freedom in one`s area, making one`s own decisions and being one`s own boss (**Appendix 1**). When comparing Millennials and Generation X-ers in relation to how they perceive importance of values related to the dimension of independence, it has been discovered that two out of three tested variables were significantly different between the generations: freedom (M=4.05 and M=3.92, p=0.348), making own decisions (M=3.16 and M=3.43, p=0.00), and being one`s own boss (M=3.48 and M=3, p=0.00). When an independent sample t-test has been conducted to test for the differences between Millennials and Baby Boomers, a similar pattern has emerged: freedom (M=4.05 and M=3.92, p=0.536), making own decisions (M=3.16 and M=3.35, p=0.00), and being one`s own boss (M=3.48 and M=3, p=0.00). Finally, when Generation X-ers were compared to Baby Boomers, no significant differences were identified in perception of any of the three studied variables: freedom (M=3.92 and M=3.92, p=0.31), making own decisions (M=3.43 and M=3.35, p=0.999), and being one`s own boss (M=3 and M=3, p=0.773).

Although most of the studied values were not different across the studied age cohorts, according to the obtained results, Millennials seemed to assign more importance to such work values as having freedom and being one`s own boss (**Figure 17**). These results correspond with the empirical evidence from scholarly literature, according to which Millennials highly value work related flexibility and ability to make input into the work process (Zemke et al., 2012; Cogin, 2012; Wils et al., 2011).
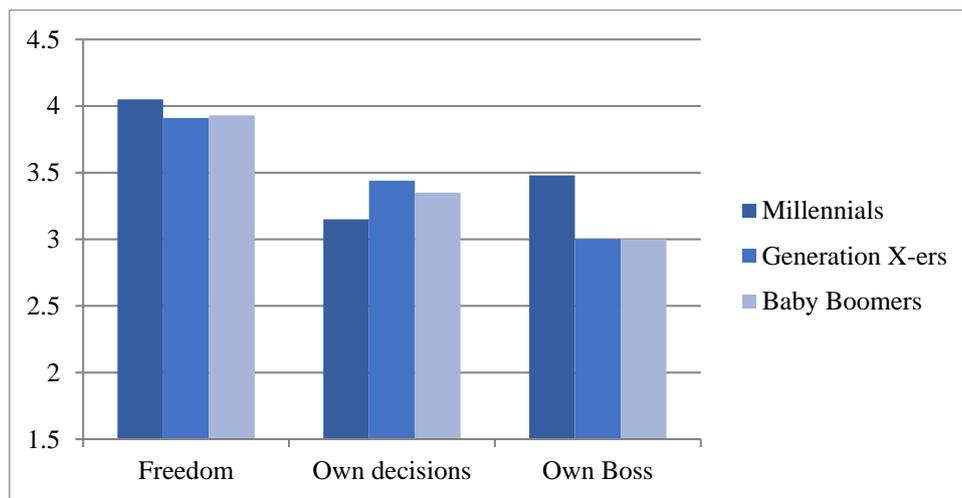
Figure 17 Differences in the perceived importance of values related to freedom dimension among the three studied age cohorts

4.2.6. Dimensions of security and economic return

Dimension of security has been studied by using three work-related values: having a lasting job, knowing one will always be employed, knowing that once the current position is terminated the company will offer an alternative. When comparing Millennials with Generation X-ers, it was demonstrated that the two cohorts were significantly different in their perception of values related to job security: having a lasting job (M=3.49 and M=3, p=0.00), always being employed (M=3.77 and M=3, p=0.00) and being offered the next job (M=3.45 and M=3, p=0.00). A similar situation was observed when comparing Millennials to Baby Boomers: having a lasting job (M=3.49 and M=3, p=0.011), always being employed (M=3.77 and M=3, p=0.00) and being offered the next job (M=3.45 and M=3, p=0.00). Finally, comparison of Generation X-ers and Baby Boomers demonstrated that there was no significant difference in

how these two age cohorts perceived importance of job security dimension: having a lasting job (M=3.00 and M=3, p=0.98), always being employed (M=3.00 and M=3.00, p=0.564) and being offered the next job (M=3.45 and M=3.00, p=0.757) (**Table 6**).

Table 6 Dimensions of security and economic return: mean comparison across age cohorts

Value/ Cohort	Millennials	Generation X-ers	Baby Boomers
Lasting job	3.49	3.00	3.00
Always a job	3.77	3.00	3.00
Next job	3.45	3.00	3.00
Raise	3.04	2.99	3.28
Cost living	3.05	2.99	3.41
Paid well	3.06	2.99	3.41

According to the performed analysis, mostly values related to job security were mostly appreciated by Millennials. This comes as a major surprise, as within the Western context, older generations – Veterans and Baby Boomers are expected to value job security when compared to their younger colleagues (Zemke et al., 2012; Cogin, 2012). To explain such a big discrepancy between the results obtained by the current study and those of previous works, it is important to evaluate economic context of the UAE: younger people experience high unemployment rate which negatively affects their motivation (Wils et al., 2011).
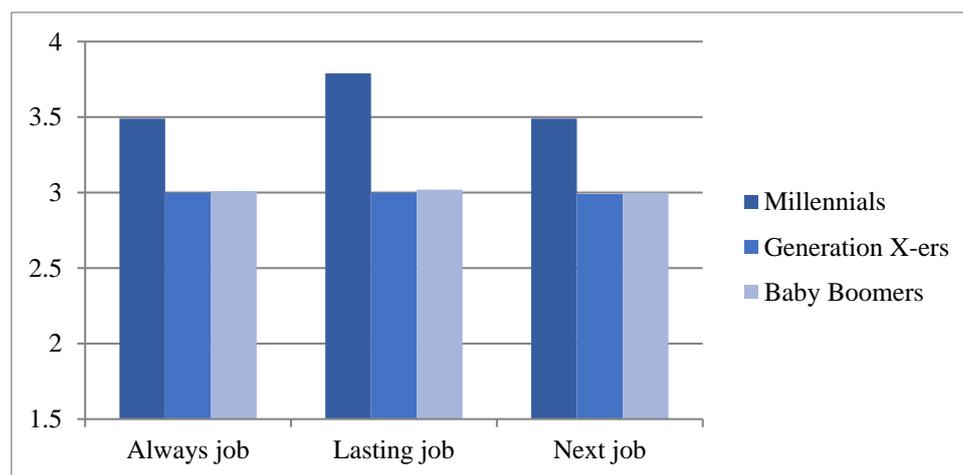
Figure 18 Differences in the perceived importance of values related to way of life dimension among the three studied age cohorts

The dimension of economic return has been evaluated through surveying three values, such as employee`s ability to get a raise, having pay increases that keep up with the cost of living and

being paid enough to live very well (**Appendix 1**). When comparing importance of values related to economic return, there was found no significant differences between Millennials and Generation X-ers: raise (M=3.04 and M=2.99, p=0.981), pay increases to balance cost of living (M=3.05 and M=2.99, p=0.43) and being paid well (M=3.06 and M=2.98, p=0.763). When Millennials were compared with Baby Boomers, it was discovered that there were significant differences in all three of the scored values: raise (M=3.04 and M=3.28, p=0.011), pay increases to balance cost of living (M=3.05 and M=3.41, p=0.00) and being paid well (M=3.06 and M=3.41, p=0.003). Finally, a similar picture was observed when comparing Generation X-ers with Baby Boomers: raise (M=2.99 and M=3.28, p=0.00), pay increases to balance cost of living (M=2.99 and M=3.41, p=0.00) and being paid well (M=2.98 and M=3.41, p=0.00). According to the performed analysis, the oldest examined generation – Baby Boomers significantly differed in their attitude towards economic return related values. Older employees regarded this value as more important when compared with younger generations. This is in line with the argument by Cogin (2012), who also notes that Baby Boomers are far more likely to be motivated by financial incentives when compared to Generation X-ers and Millennials.
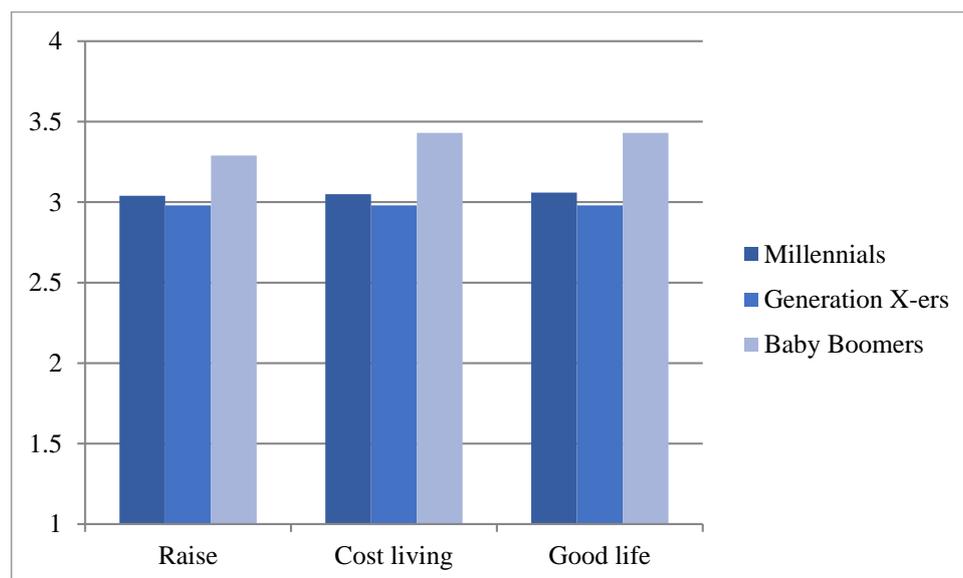

Figure 19 Differences in the perceived importance of values related to freedom dimension among the three studied age cohorts

4.2.7. Dimensions of variety, altruism and intellectual stimulation

The present research has assessed the dimension of work variety through scoring the following three relevant values: looking forward to changes in one`s job, not doing the same thing all the time, and doing many different things (**Appendix 1**). When comparing perception of how important dimension of variety is to Millennials and Generation X-ers, significant differences were observed in all three of the studied variables: change (M=2.91 and M=3.54, p=0.00), variety (M=2.96 and M=3.60, p=0.00), and doing many things at work (M=2.99 and M=3.60, p=0.00). Interestingly however, when Millennials were compared with Baby Boomers, no significant differences were found: change (M=2.91 and M=2.96, p=0.21), variety (M=2.96 and M=3.02, p=0.13), and doing many things at work (M=2.99 and M=3.02, p=0.09). Finally, when Generation X-ers were compared with Baby Boomers, once again, significant differences were found for all of the studied variables: change (M=3.54 and M=2.96, p=0.00), variety (M=3.60 and M=3.02, p=0.00), and doing many things at work (M=3.60 and M=3.02, p=0.001) (**Table 7**).

Table 7 Dimensions of variety, altruism and intellectual stimulation: mean comparison across age cohorts

Value/ Cohort	Millennials	Generation X-ers	Baby Boomers
Change	2.91	3.54	2.96
Variety	2.96	3.60	3.02
Many things	2.99	3.60	3.02
Help	2.94	3.37	2.96
Feel help	3.02	3.78	3.02
Add to well-being	3.16	3.61	3.35
Problem solving	4.28	4.26	4.20
Mental challenge	4.08	3.92	3.92
Mentally alert	3.14	3.43	3.35

According to the results of the conducted analysis, one cohort, Generation X-ers seemed to significantly differ in how they perceive importance of values related to work variety. Employees of the UAE universities belonging to this age cohort seem to value performing different tasks much more than their younger or older colleagues. This contradicts empirical

evidence from Martin (2005), who argues that Millennials value diversity at work and seek challenges at their work place.
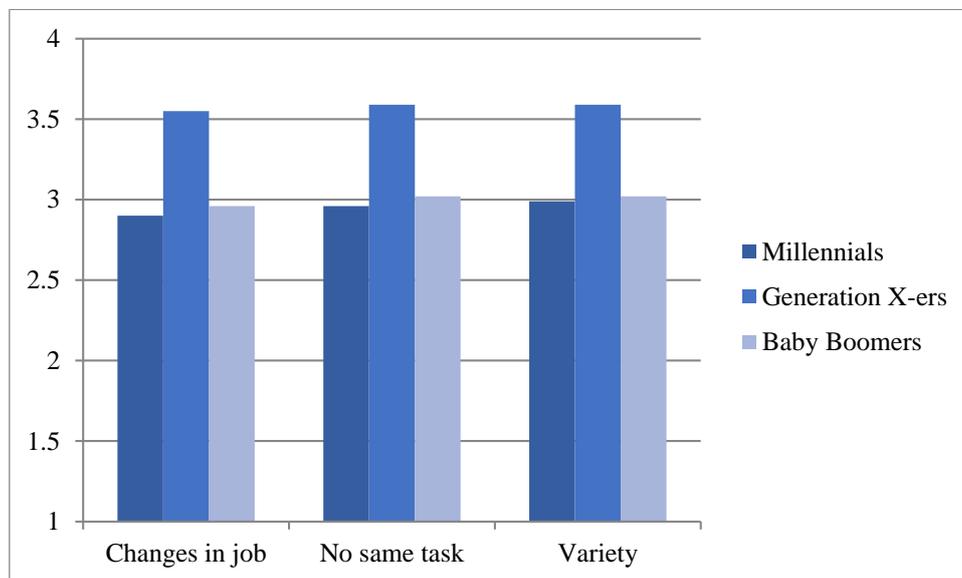
**Figure 20** Differences in the perceived importance of values related to freedom dimension among the three studied age cohorts

The dimension of altruism has been assessed by the present study through evaluation of the following three values: helping others, feeling one has helped another person, and adding to the well-being of the other people (**Appendix 1**). When comparing Millennials and Generation X-ers, significant differences have been observed in all of the studied variables: helping others (M=2.94 and M=3.37, p=0.01), being helped (M=3.02 and 3.78, p=0.00) and adding to well-being of others (M=3.16 and M=3.61, p=0.00). Interestingly, no significant differences were observed when Millennials were compared with Baby Boomers: helping others (M=2.94 and M=2.96, p=0.81), being helped (M=3.02 and 3.02, p=0.68) and adding to well-being of others (M=3.16 and M=3.35, p=0.08). When Generation X-ers were compared to Baby Boomers, significant differences were observed in two of the three studied variables: helping others (M=3.37 and M=2.96, p=0.04), being helped (M=3.78 and 3.02, p=0.008) and adding to well-being of others (M=3.61 and M=3.35, p=0.075).

There was no specific pattern observed when evaluating the dimension of altruism among the three chosen age cohorts, except for the fact that Generation X-ers highly valued helping others

as well as being helped (**Figure 21**). Cogan (2012) has also demonstrated that this age cohort is regarded as focused on team work and cooperation.
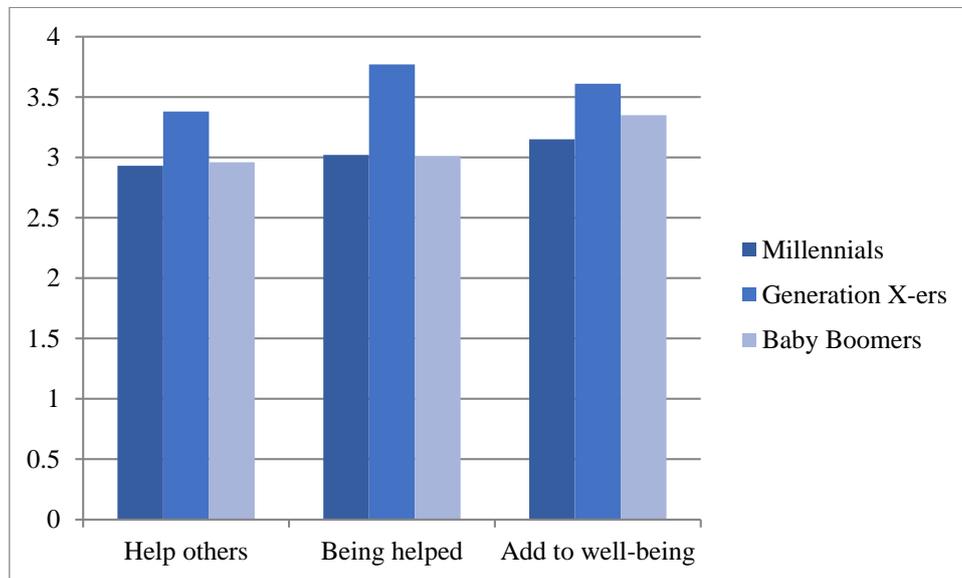

Figure 21 Differences in the perceived importance of values related to altruism dimension among the three studied age cohorts

The following three variables have been utilized within the scope of the present study to assess the dimension of intellectual stimulation: having to keep solving problems, being mentally challenged and one`s need to be mentally alert (**Appendix 1**). When Millennials were compared to Generation X-ers, significant difference was detected only in one of the three studied variables: problem solving (M=4.28 and M=4.26, p=0.842), mental challenge (M=4.08 and M=3.92, p=0.72) and being mentally alert (M=3.14 and M=3.43, p=0.011). When Millennials were compared with Baby Boomers, significant difference was observed only in one out of the three studied variables: problem solving (M=4.28 and M=4.20, p=0.87), mental challenge (M=4.08 and M=3.92, p=0.72) and being mentally alert (M=3.14 and M=3.35, p=0.02). Finally, comparison of Generation X-ers and Baby Boomers revealed no significant differences in any of the studied variables: problem solving (M=4.26 and M=4.20, p=0.47), mental challenge (M=3.92 and M=3.92, p=0.76) and being mentally alert (M=3.43 and M=3.35, p=0.09).

Overall it can be said, that when compared to other values, the UAE educational sector employees seem to perceive intellectual stimulation dimension as highly important in their work. Otherwise, Millennials tended to put more importance in being mentally challenged and being able to solve problems when compared to older generations. This finding corresponds with the results of other studies (Cogan, 2012; Wils et al., 2011; Zemke et al., 2012).
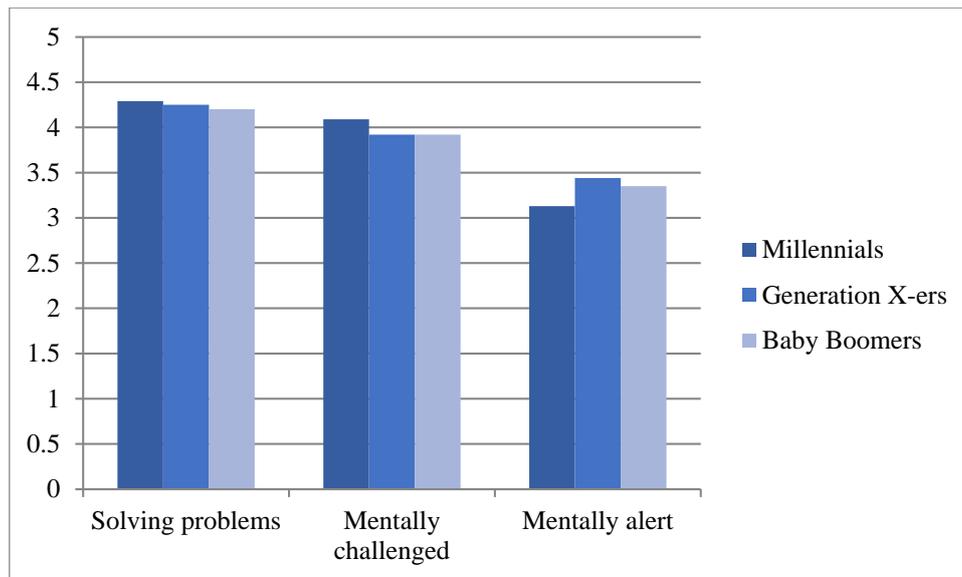
Figure 22 Differences in the perceived importance of values related to intellectual stimulation dimension among the three studied age cohorts

CHAPTER 5. Results overview and discussion

The conducted quantitative analysis has allowed the researcher to contrast and compare the set of work related values among the representatives of three age cohorts employed within the universities of Abu Dhabi and Zayed. The adopted approach has allowed to identify the differences and contrast the findings to what we know about work values of multigenerational workforce from relevant scholarly literature.

5.2. Results overview

The examined scholarly literature provides contradicting information regarding the role and attitude towards creativity dimension within multigenerational workforce. As discussed before, Wills et al. (2011) has demonstrated that older generation within the context of the UAE is more creative and innovative, which contradicts findings of the present study. This may also be attributed to the fact that the present study only focused on higher educational sector, and the obtained findings may reflect specificity of it. The present research argues that multigenerational employees, regardless of which age cohort they belonged to, rated creativity dimension as rather important (**Table 8**), while at the same time pointing out that not enough attention and coaching is provided within the discussed institutions to foster creativity and innovation among its employees.

Table 8 Comparison of the scholarly literature and findings of the present thesis in relations to the dimensions of job variety and creativity

Value dimension	Study	Millennials	Generation X	Baby Boomers
Creativity	*Present*	No significant differences among the generations, according to the quantitative study. However, interview analysis indicates that Millennials are perceived as the most creative generation.	Highly value creativity similarly to Millennials and Baby Boomers.	Highly value creativity similarly to Millennials and Generation X-ers.

	Literature analysis	Some evidence exists that Millennials may value creativity in work, however it is scarce (Cogin, 2011).	Stanley (2010), Zemke et al. (2012) and Jin (2012) found this generation to be more creative when compared to Millennials or Baby Boomers.	Baby Boomers have little to no regard for the values related to the dimension of creativity, when compared to the other two studied age cohorts (Cogin, 2011).
Job variety	*Present*	Have no particular regard for job variety when compared to Generation X-ers.	According to the quantitative analysis, this generation highly values variety when it comes to performing their job responsibilities.	Have no particular regard for job variety when compared to Generation X-ers.
	Literature analysis	Martin (2005) argues that Millennials value being challenged at their work. Are also used to workplace-related diversity (ethnic, social, gender, etc.). Supported by Zemke et al. (2000).	Have no particular regard for work-related variety (Cogin, 2011).	Have no particular regard for work-related variety (Cogin, 2011).

Also, although not being a specific goal of the present study, it has been identified during the course of the interviews that younger employees (Millennials and Generation X-ers) are more used to and value workplace diversity, not only in regard to the performed tasks, but also in relation to diverse teams (e.g. ethnicity, social background or gender), while older generations are more conservative and therefore less likely to easily accept a diverse workplace, which can potentially create some problems and tensions (**Table 9**).

The dimensions of management and supervisory relationships have been discussed as the work values having the largest difference between different age cohorts (Wills et al., 2011; Cogin, 2012).

In relation to the dimension of management-related and supervisory relationship-related values and dimension, the following results were obtained within the scope of the present study. First of all, it has been identified that in line with existing body of scholarly literature (Eisner, 2005; Zemke et al., 2000; Morrison et al., 2006), older generation of the UAE employees (Baby Boomers) have the most regard and respect for management and leadership in general when compared to the younger generations of employees (e.g. Millennials and Generation X-ers). More importantly, this generation of the employees also values hierarchy, authority and preservations of old traditions. The present study argues that this can be viewed as a major challenge for educational organizational performance in the UAE. The latter, just as the country in general, are undergoing some major transformations. Therefore, it is important that the employees of the organisations can embrace and facilitate change. The present study demonstrates that similarly to findings by Wills et al. (2010), within the context of the UAE, younger generation of employees (such as Millennials) are the driving force behind facilitating an organizational change (**Table 9**) due to the fact that they constantly challenge and question the existing order of things.

Table 9 Management-related values among the three studied generations: present study versus scholarly literature

Study	Millennials	Generation X	Baby Boomers
Present	Perceive organisation and planning-related dimension of work values as relatively less important. Have little regard for authority. Actively facilitated change and challenge the established order of things within a given organisation.	Have little regard for authority and organisation and planning. However, this generation highly values considerate and reasonable attitude from supervisor/ leader.	Have most regard for leadership and management, as well as organisation and planning. In addition to that highly value authority. Interview data suggests that older generations (Baby Boomers and Veterans) also have high regard towards hierarchy and formal leadership. This makes these generations resistant to change.

Literature analysis	Expect open and transparent management style. Favours inclusive leadership and focus on teams (Eisner, 2005). Prefer minimal amount of rules and regulations, while strongly detesting bureaucracy (Morrison et al., 2006). Actively promote change (Jenkins, 2008).	Expect/ are used to receiving immediate comments and feedback from supervisors (Glass, 2007). Strongly favor professional growth opportunities when compared to actual offered job titles (Zemke et al., 2000).	Have a high level of respect towards authority, however also need/ demand to be perceived as equals to their management (Eisner, 2005). Give preference to consultative leadership style and have no tolerance to authoritarian leaders within a given organisation (Eisner, 2005; Zemke et al., 2000).

Interestingly, the present study has identified that Generation-Xers highly value considerate and reasonable approach and management style from their manager/ leader, and find it an important pre-requisite to be satisfied with their jobs. To our knowledge, earlier studies have not identified such a difference when comparing work-related values of different generations. In addition to that, as pointed out by Zemke et al. (2000) and Eisner (2005) Baby Boomers have a high regard for being perceived as equal contributors to the organizational success by their supervisors or leaders (**Table 9**). However no such trend has been identified when the qualitative part of the present study has been analysed. One explanation for such difference may be that according to Wills et al. (2011), the Arab society is founded on the premises of rather strict social hierarchies, where an official job title or origin have a strong effect on how the person is perceived and approached by his/her colleagues, friends, etc. Maybe such an important cultural phenomenon may explain, why according to the University of Abu Dhabi and Zayed managers, employed Baby Boomers were not expecting to be perceived as equals by their management.

According to the conducted research multigenerational workforce is a widely occurring phenomenon within the UAE higher educational institution system, which is recognized by a key source of competitive advantage by the academe employees.

According to Wills et al. (2011), such a drastic differences within the work-related values observed among different generations in both Western and Arab world can be attributed to the

fact, that similarly to the Western world, the UAE has undergone a number of major changes, including industrialization, westernization and major economic growth. In addition to the differences in attitudes towards management, the respondents have also suggested that younger individuals have little regard for autocrative leadership style and highly value individualism, as opposed to collective culture appreciated by more traditional older generations (e.g. Baby Boomers and Veterans). This finding supports the body of knowledge developed by earlier studies for the Western workforce (Parry & Urwin, 2011; Stanley, 2010; Jenkins, 2008).

The present study overall supports the findings of the earlier studies (Cogin, 2011; Baruch, 2006) in relation to the dimensions of achievement and work environment. The generation of Millennials, as expected, had the lowest regard for the dimension of work environment. Studies carried out in the Western countries suggest that such attitude is due to the fact that younger employees are more familiar with remote work and offices, and therefore often deal with technology that facilitates work and collaborations away from their office desks (Wills et al., 2011). Therefore, Millennials are less sensitive about actual formal environment at their work spot, unlike Baby Boomers, who expect quiet environment and absence of noise when they work on their assignments (Cogin, 2011).

Table 10 Dimension of the achievement and work surroundings compared between the three studied generations in the UAE higher education

Value	Study	Millennials	Generation X	Baby Boomers
Surroundings	*Present*	Millennials are a generation, that according to the present study had the least concern for work settings and surroundings.	According to the quantitative study, this generation is most concerned about its work surroundings and perceives them as more important when compared to Millennials and Baby Boomers.	Baby Boomers had an intermediate level of concern for work settings when compared to Millennials and Generation X-ers.

	Literature analysis	According to the researchers are less sensitive to the work surroundings, do not like formal settings and give preference to remote offices and technology facilitating remote collaborations (Cogin, 2011).	There is little specific evidence concerning how Generation X perceives their work surroundings and its elements when compared to the two other studied age cohorts of employees.	Are more concerned with the work settings and are less flexible regarding the presence of factors that may distract their attention from work they are doing - e.g noise, conversations with colleagues (Cogin, 2011).
Achievement	*Present*	Millennials, similarly to Baby Boomers, viewed being able to see the results of their own work as the most important measure of achievement.	Generation X-ers according to the results of the quantitative research were most concerned with achievement dimension related values, particularly they valued seeing results of their own work and having a good feel after work as the most important factors reflecting their achievement.	Baby Boomers most highly valued being able to see results of their own work as a measure of their professional achievement.
	Literature analysis	Seek instant appreciation and gratification for their efforts (Eisner, 2005). Measure achievement in terms of their professional development and achieving a perfect work/ life balance (Wills et al., 2011). Value and expect education and professional development, that are in line with the current market trends (Martin, 2005). Highly value healthy and positive climate at work (Eisner, 2005). Overall have much less regard for ranks at work but instead	Are less sensitive to appreciation and gratification in regard to their achievements and performed work (Cogin, 2011). Find the possibility to establish an appropriate work/ life balance very much (O`Bannon, 2001). Also value various mentoring and mentorship interventions and opportunities (Jurkiewicz & Brown, 1998).	Measure achievement in terms of formal status, formal appraisal, remuneration for the conducted work (Cogin, 2011). Expect that the effort they make at work are recognized and create an actual effect on their colleagues or their organization in general (Morrison et al., 2006). In addition to that value when they have an opportunity to teach and mentor younger colleagues (Shaw & Fairhurst, 2008).

		appreciate and respect accomplishments of their colleagues (Martin, 2005). Demand being appreciated at work (Shaw & Fairhurst, 2008).		

The present research argues that this finding, although interesting does not provide important ground for integration into the leadership approaches which will be discussed in the following sections.

Contrary to the existing body of literature, the present study has discovered that the youngest generation of employees studied within the context of the present research – Millennials – highly valued the dimension of job security, more specifically always having a job, having a lasting job within an organization and having new employment opportunities in future within the same organization. At the same time, Baruch (2004) argues that younger generation often values opportunities for professional growth and development and regards them as far more important when compared to job security related values. The qualitative part of the present study has highlighted another difference between Millennials on one hand, and Generation X-ers and Baby Boomers on the other. According to the interviewed respondents, Millennials did not consider their employer their only possible carrier path, and instead viewed their current employment as something temporary, which is in line with findings by Wills et al. (2011). The present study argues that the contradiction between the results of the present thesis and scholarly literature can be explained by the current economic situation existing in the UAE, characterized by a high level of youth unemployment (Wills et al., 2011). This in turn creates a situation, where Millennials begin to care about job security simply because a lot of their peers find themselves unemployed and not being able to advance within their chosen fields.

Table 11 Comparison of the attitudes towards job security and way of life values among the multigenerational workforce: present study and scholarly literature

Value	Study	Millennials	Generation X	Baby Boomers
Way of life	Present	According to the quantitative results of the present study perceived this dimension as relatively less important. According to the analysed interviews do not mind working during non-standard hours (e.g. late or on weekend) to advance in their job.	According to the quantitative results of the present study perceived this dimension as relatively less important.	The dimension of the way of life was perceived as relatively more important by Baby Boomers, in comparison to Millennials according to the quantitative study. Qualitative study, however, suggests that younger generation was more concerned with life/ work balance.
	Literature analysis	Highly value personal flexibility, being able to move from one project to another within one and the same organization (Eisner, 2005)	Highly value being prepared for risks. Need some room and flexibility to make back-up plans to move forward (Smith & Clurman, 1997).	Do not mind working longer hours to get ahead in their job, believe it is necessary to succeed in one`s career (Smith & Clurman, 1997).
Job security	Present	According to the quantitative study, this cohort most valued lasting job as a measure of job security. Having the next job and always being employed were perceived as two equally important work values. Are raised with an idea that their career path is not limited to one organization and therefore do not expect to always have a job in it.	Generation X-ers viewed job security value dimension as relatively unimportant when compared to the younger generation of employees.	Baby Boomers viewed job security value dimension as relatively unimportant when compared to the younger generation of employees. Believe that it is important to start and continue their career within one and the same organization for multiple years. Find it an indication of professionalism and personal achievement to be employed within one organization throughout their life.
	Literature analysis	Consider challenging tasks and projects more important than job security (Baruch, 2004).	Generation X-ers consider that there is no job security. Instead they highly value career security and believe that it can and should be achieved via keeping	Highly value job security, promotions and future employment opportunities within one and the same organization (Baruch, 2004).

			their professional skills and knowledge up to date (O`Bannon, 2004; Eisner, 2005).	

Although the present thesis via the use of Work Value Inventory did not specifically target the work-related value of loyalty, the themes related to this concept have re-occurred multiple times due to the course of the conducted interviews and therefore deserve an appropriate discussion and reflection. According to 24% of the interviewed managers employed within the Universities of Zayed and Abu Dhabi, there is a significant difference in loyalty between representatives of different age cohorts. More specifically, younger generation (Millennials) were perceived as much less loyal towards their employer when compared to Baby Boomers and even – Generation X-ers. This major difference has been actively discussed by the managers as a source of negative attitudes, workplace conflicts among different age cohorts and negative stereotyping. More specifically, older employees often looked down on younger UAE educational employees due to the fact that the latter are perceived as not being loyal to the educational institution they work for. While Cogin (2012) points out that younger generations of the EU professionals highly value work mobility across companies and countries, the observed phenomenon may be typical to the context of the UAE where older employee generations seem to perceive loyalty towards their employer as a sign of professionalism and work ethics. According to Wills et al. (2011), this may stem from the unique local culture and traditionalism of the UAE society in general, and older employees – in particular.

In relation to the dimension of the way of life, the present study has demonstrated that, according to the interview analysis, the youngest generation of employees especially (Millennials), and the remaining two in general (Baby Boomers and Generation X-ers), did not mind working long hours on challenging and interesting tasks. As pointed out by one of the

respondents, this may originate from the kind of people attracted by work in higher educational institutions, these people are driven by thirst for knowledge and therefore willingly work during non-standard hours to satisfy this thirst and advance in their professional career.

Table 12 Comparison of the dimension of associates and aesthetics among the three studied age cohorts: present study versus scholarly literature

Value	Study	Millennials	Generation X	Baby Boomers
Associates	*Present*	According to the conducted interviews, it is Millennials who most value positive relationships at work and easily make friends with colleagues.	In contrast to the qualitative part of the study, quantitative research has identified this generation as the one which has most regard for the dimension of associates.	Baby Boomers were discussed as a generation that has least regard for the associates dimension. According to the conducted interviews this is due to the fact that older generation prefers a clear separation between their work and personal life.
	Literature analysis	Highly value warm and healthy work climate, have little tolerance for formal work environments (Baruch, 2004). Would accept mentoring from Baby Boomers or Generation X-ers rather than their peers (Morrison et al., 2006).	Are real team players, enjoy being part of the team and make great coaches within their work environment (Baruch, 2004). View an opportunity to be mentored as a chance to grow professionally (Morrison et al., 2006).	Enjoy an opportunity to guide and mentor their younger co-workers (Morrison et al., 2006). However, are less of good team players when compared with the two other generations (Cogin, 2012).
Aesthetics	*Present*	No clear pattern emerged.	NA	NA
	Literature analysis	The youngest generation cares most about aesthetics of their work (Arsenault, 2004).	No particular regard for aesthetics.	No particular regard for aesthetics.

The present research has not identified any specific pattern in relation to how Millennials, Baby Boomers and Generation X-ers perceive the work value dimension of aesthetics in the UAE

higher educational system. The present research, moreover, argues that this dimension being part of the WVI may not be applicable to the specific chosen industry, and may only be appropriate in some design- or art- oriented sectors.

In relation to the dimension of associates, a number of patterns, including some contradictory ones has emerged. According to the qualitative analysis, younger generation of employees highly values positive work environment and close relationships with their colleagues. Moreover, younger generation of the UAE employees adopts a very informal means of communicating with colleagues outside the working hours (e.g. texting, Skype calling, etc.). The older generation of Baby Boomers on the other hand, are more conservative and strict about separating their personal and professional life and find texting and calling outside of the work hours unnecessary and inappropriate. According to the present study this creates some tensions among the representatives of different age cohorts within the UAE educational institutions, which will be considered within the following sections.

Interestingly, according to the obtained results the dimension of prestige was perceived by the UAE workforce as one of the most important. At the same time, independence (e.g. ability to make own decisions) were perceived as less important. According to Wills et al. (2011), this may reflect traditionalism present in the UAE, along with rather strict hierarchical and autocrative systems, widespread both within work and society in general. Moreover, according to the conducted analysis, none of the three examined generations had a particular regard for the dimension of independence. Most surprisingly, however, it was Millennials who cared about it relatively more which is in strong construct with the existing scholarly literature (Smola & Sutton, 2002; Arsenault, 2004), according to which Millennials are often incapable and unwilling to perform tasks on their own and need guidance and direction due to evident lack of focus and concentration (**Table 13**). According to the results of the present research, the generation of the UAE Millennials seem to have focus and willingness to conduct work

independently with little or no supervision, and therefore are ready for taking upon some new challenging managerial and leadership functions within the country's higher educational system.

Table 13 Comparison of the dimensions of security and independence among multigenerational workforce: present thesis and scholarly literature

Value dimension	Study	Millennials	Generation X	Baby Boomers
Prestige	*Present*	Surprisingly, Millennials perceived the dimension of prestige to be similarly important as the other two generations.	Generation X-ers within the UAE context also perceived this dimension as rather important.	Baby Boomers also highly valued prestige dimension, especially performing important work.
	Literature analysis	Do not believe in formal signs of prestige, such as money and status. Instead view professional skills and personal achievement as the most important criterion to judge employees (Baruch, 2005).	Are rather skeptical about prestige or a specific employer (public or private) instead are loyal to their career, do not particularly value prestige (Eisner, 2005).	Highly value prestige of a given job, and all its formal signs of appraisal – title, money and recognition by others (Glass, 2007; Aresnault, 2004).
Independence	*Present*	Overall, surprisingly, Millennials were the ones to care most about being able to be their own boss at work. This is supported by both survey and interview analysis.	Somewhat valued an ability to make their own decisions at work.	Had no particular regard for being able to make their own decisions.
	Literature analysis	Often do not have focus and direction and therefore require supervision (Smola & Sutton, 2002). Often lack social skills to connect to the rest of the team, and therefore like working independently (Arsenault, 2004).	Are rather focused and independent (Arsenault, 2004).	Can be characterized as rather self-reliant, and focused on individualist mindset therefore see no problem in working on their own (Glass, 2007).

According to the obtained results, when comparing Millennials with Generation X-ers, no significant differences have been identified concerning any of the three studied values: employee`s ability to get a raise, having pay increases that keep up with the cost of living, and being paid enough to live very well. However, when the two other age cohorts were compared, Millennials and Baby Boomers, the significant differences were revealed in relation to all of the three studied variables.

The results concerning economic value return and altruism dimensions seem to correlate with what is known form the scholarly literature. This is surprising, given high unemployment rate among the UAE youngest generation of employees. The present study argues that due to such high unemployment, Millennials were expected to value financial compensation at their work more, however they do not. This has an important implication in regard to the employee motivation, which will be discussed within the next section.

Table 14 Analysis of the economic return and altruism dimensions values among different employee generations: present research and scholarly literature

Value dimension	Study	Millennials	Generation X	Baby Boomers
Altruism	*Present*	Do no particularly value altruism at work.	This generation, according to the obtained results had most regard for altruism at their work.	Do no particularly value altruism at work.
	Literature analysis	NA	Are good team players, enjoy team work (Zemke et al., 2000).	Enjoy mentoring new employees (Eisner, 2005).
Economic return	*Present*	Do not find financial compensation that important, prefer opportunities for growth and professional development.	Find financial compensation much less important than Baby Boomers do.	Have most regard for financial gains, find it very important that their salaries match the cost of living.
	Literature analysis	Value professional development more that	NA	Find it rather important (Eisner, 2005).

Codes			
financial rewards (Cogin, 2012).			

The manual coding and theming techniques have been applied to analyse data obtained through conducting semi-structured interviews with the staff of Zayed University and Abu Dhabi University. The most commonly re-occurring topics have been grouped into related themes (multigenerational teams, differences in work values among representatives of different age cohorts, managerial challenges and leadership solutions) and presented in the form of narrative presented below.

Table 15 Examples of codes and themes identified with the scope of the present study

Codes	Themes	Respondents supporting theme	Respondents rejecting theme	Neutral opinion
workplace diversity, more creative employees, different employees contribute their expertise	multigenerational workforce is an advantage	1 -21, 23, 25 – 30		22, 24
workplace conflicts, lack of understanding among different generations, differences in communication	multigenerational workforce is a source of challenges	1, 3, 5, 7 - 15, 18, 22-30	2, 6, 16-17	19, 20, 21
younger generations do not pursue career in one organisations, young employees lack commitment and loyalty	Millennials are not loyal to a given organisation	4, 5, 6, 9, 22, 23, 29		1-3, 7,8, 10-21, 24-28, 30
there is no one "text book" solution, no leadership style satsifies everybody`s needs, all of the leadership styles may benefit an orgnaisation except for autocrative leadership	there is no ready-to-use leadership solution for the multigenerational challenges	6, 7, 9, 11-21	22	1-5, 8, 10, 23 - 30
it is important to involve all generations into discussion, seeking feedback from different employees, employees have to contribute their ideas and know they are heard	focus on communication and employee engagement can help solve problems	Jan-30		

reverse mentoring can help fight negative stereotypes, mentoring programs facilitate knowledge exchange, younger generations have a lot to teach the older ones, older generations possess unique experience they can share	mentoring and reverse mentoring are two great sources of competitive advantage	1 - 21, 24 -30		22, 23

4.3.2.1. Occurrence of the multigenerational teams within the studied universities

According to the results of the analysis of the interview transcripts, multigenerational teams are highly common within the two studied universities – of Zayed and Abu Dhabi. A total of 100% of the interviewed employees have reported that they have been working or are currently working with a team consisting of at least two, but most commonly – three or even four – age cohorts: Millennials, Generation X-ers, Baby Boomers and Veterans. In addition to that all of the interviewed employees have mentioned that such multigenerational teams are becoming more and more common within their workplace.

> "Yes, I have to work with multiple generations all the time – and I really like it. We had a student who has defended his PhD at 28! Can you imagine? And judging by how he takes his current topic I would not be surprised if he finishes his Postdoc within a couple of years…" (Respondent 25, Abu Dhabi University, 31 years old)

More specifically, according to the interviewed employees of the Abu Dhabi and Zayed universities, the occurrence of multigenerational teams working side by side is becoming more and more common. One reason for that, according to the Respondent 25, is the fact that due to highly competitive academic environment, modern researchers start and finish work on their PhD and Post Doc degrees much earlier than they used to a decade before:

> "Even though cases like that are still exceptional, generally young people tend to obtain their degrees and solicited for University positions much earlier now. At the same time Academe is a kind of environment where most employees keep working until very late in life…" (Respondent 25, Abu Dhabi University, 31 years old)

In addition to a changing pattern of obtaining graduate and postgraduate degrees in the context of the UAE academe, according to the interviewed employees, within the context of the UAE

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academe, a number of employees tend to work until very late in their careers. This, according to the Respondents 12 and 25 is caused by the fact that work of these people is driven by passion for the research and not by remuneration or other financial or status-related incentives.

4.3.2.2. Differences in values among representatives of different age cohorts

Creativity dimension. Creativity and innovation were two topics that emerged multiple times during the times of the interviews. According to the Respondents 5 and 23 these are two important notions that are only now coming into spotlight within the UAE academe. Most of the interviewed respondents have mentioned that although all many of their colleagues highly value initiative at work and contribution of their ideas, focus on innovation, creative thinking and sharing their findings with the group is more relevant among younger employees:

> "When I was young there was little emphasis put on creativity. Everybody did what they are supposed to do. It is now that we have found out that initiative and creativity is important for everybody, not only managers and heads of departments. I think young people discover it quicker than us older generations". (Respondent 5, Zayed University, 59 years old)

At the same time, it is important to mention that the quantitative part of the present study has identified no significant differences in how employees from different age cohorts perceive importance of three values related to creativity at work. While Zemke et al. (2012) argue that Millennials are more prone to initiative at work and value it higher, Wils et al. (2011) point out that within the context of the Arabic countries, older generation's value initiative and creativity more than younger ones. In line with the results of the quantitative study, the Respondent 18 has mentioned that according to his observations valuing creativity and taking initiative are individual traits of character rather than characteristics of an entire generation:

> "I do not think that whether you value new ideas and creativity depends on your age. No, not at all. It is about your character, how ambitious you are. Also depends on the type of job you do. If you are a manager or a designer, I think you are on average much more concerned about new ideas and creativity, don't you think so?" (Respondent 18, Abu Dhabi University)

It is important to highlight, that although the vast majority of the interviewed employees (82%) recognised existence of key differences in values and motivation of the representatives of different age cohorts, some of the interviewees expressed an opinion that such differences are non-existent or not pronounced enough to be accounted for: "Yes, there may be some differences but I do not think it is worth it addressing them via changing approach to management or leadership" (Respondent 11, Zayed University, 46 years old). Although, some researchers agree with such point of view (Deal, 2007), modern scholarly literature (Stanley, 2010; Leiter, Jackson & Shaughnessy, 2009; Leibold & Voelpel, 2007) along with the results obtained from the quantitative part of the present study, argue that such differences exist and are pronounced enough to be addressed within managerial and leadership context of a given organization.

Individuality and collective self. Interestingly, such value as individuality came into spotlight during the interviews conducted with the managers from the Zayed and Abu Dhabi Universities. According to the interviewed participants, millennials put more emphasis on individuality, while older employees were mostly used to viewing themselves as a part of a bigger group – family, team, community. This sometimes created a conflict, as different generations had different expectations from their work and relationships with colleagues:

> "In my opinion, young employees are influenced by Western culture. Western culture
> values an individual. These young people come and expect personal approach; they expect
> their voice to be heard". (Respondent 21, Abu Dhabi University, 45 years old)

Shediac et al. (2013) argues that across most of the Arab countries, there is an evident cultural emphasis put on being part of community and family, while there is often a somewhat negative tone associated with individuality. Boudon (2002) has conducted an empirical study to examine the differences in such value as individualism among younger (under 30) and older Arabs. According to the study results, younger Arabs are much more focused on the role of an individual (Boudon, 2002). At the same time, Wils et al. (2011) criticize the study by Boudon

(2002) by suggesting that an unreliable methodological kit has been utilized and therefore the results of the study should not be trusted. Instead, Wils et al. (2011) argue for the validity of the framework developed by Inglehart (2008), who suggests a global tendency towards individualism and material values among older generations. The present study, however, supports the work by Boudon (2002) and contradicts findings of Wils et al. (2011). Therefore, the findings of the present research concerning difference in values among millennials and baby boomers may reflect a current trend: shift towards individuality in society and work culture.

Dimensions of authority and management. Most of the interviewed university employees stated that such values as self-discipline, authority and social power play a very important role among different age cohorts. At the same time nearly half of the interviewees (48%) argued that such values as hierarchy and overall conservatism are mostly relevant to older generations (e.g. Baby Boomers or Veterans). These values, particularly, conservatism, authority and hierarchy, contributed to relatively high resistance to change within the two studied universities:

> "I think, as a general rule, people here (in the UAE) are more resistant to any form of
> change. Organisational change is not an exception. Employees are also used to strict
> hierarchies and autocratic leadership. Any change should come from the leadership – than
> it is acceptable. However, younger people have a different view on such order of things".
> (Respondent 22, Abu Dhabi University, 45 years old)

Interestingly, the finding concerning resistance to change contradicts studies based on Western workforce (Jenkins, 2008; Cahill & Cedrak, 2012). Jenkins (2008, p. 20) note: "They (*Millennials*) are among the most resilient in navigating change while deepening their appreciation for diversity and inclusion". The difference in such value as change between Western and Arab Millennials may also be a result of Westernisation and its effect on the Arab world in general, and the UAE in particular. As more and younger UAE citizens are exposed

to Western education and organizational culture, they may become more willing to introduce elements of the patterns they observed in their local institutions.

Supervisory relationships dimension. The respondents 2 and 19 have shared that younger employees have much less consideration for hierarchy, authority and conservatism. Younger people, therefore, more eagerly embrace the change and have positive associations with it (Respondent 5). Moreover, millennials themselves often actively encourage and suggest processes that lead to change of old practices (Respondent 2). Such observations are line with the Western literature dedicated to understanding of differences in work values among different age cohorts (Parry & Urwin, 2011; Stanley, 2010; Jenkins, 2008). Similarly to such value as individualism, the origin of the shift towards non-conservatism and disregard for autocratic leadership, may be found in Westernalisation of the Arab world (Wils et al., 2011). Similarly to how scholars find the greatest divide (difference) in values between Veterans and younger generations due to effect of World Wars, within the context of the UAE and Arab world in general, exposure to Western values, norms and culture had the same impact on its people (Wils et al., 2011).

> "I personally think there is a major difference between people under 35 and those, who are older. And this divide is growing. Earlier, our people would only experience Western world through media: TV, internet, literature, etc. Not anymore. More and more young people go abroad – to study, then work, even live". (Respondent 29, Abu Dhabi University, 52 years old)

Moreover, in addition to the exposure to a different cultural environment and overall Westernisation of the UAE, younger employees also grew up more exposed to various advances in technological development, as pointed out by the Respondent 29. Such exposure, in line with the observation by Wils et al. (2011), has resulted in Millennials and Generation X-ers being much more tech savvy when compared to older employees.

> "When they come back, they demonstrate very different set of values… And it becomes especially evident within the workplace". (Respondent 29, Abu Dhabi University, 52 years old)

> "Yes, I do think that older employees are more likely to agree with their manager, as they respect his opinion. They are, in fact, brought up to respect authority. On one hand it is beneficial as it makes managing a team much easier. On the other hand, if nobody questions what you are doing, how can you be sure you are doing everything right?" (Respondent 10, Zayed University, 35 years old)

According to the Respondent 10, older employees have an inherited respect and regard for anybody who is higher in the professional hierarchy than themselves. Interestingly, according to the respondent, such attitude is a definite advantage for an organization as it makes the processes related to work management and leadership much easier, due to the fact that older employees are unlikely to disagree or start an argument. On the other hand, as pointed out by the Respondents 3 and 7, younger employees, who are more likely to disagree with their supervisors, also contribute to the process of improvement of organizational practices, as they openly voice their disagreement and propose relevant solutions:

> "Young people, on the other hand, are often not too shy to ask questions and even propose their solutions… Sometimes it is rather challenging for me as I feel like I am being questioned in my role… but it is good for an organization as a whole, if you ask me". (Respondent 10, Zayed University, 35 years old)

Interestingly, the results obtained by quantitative research support the findings from the in-depth interviews. Both analyses have demonstrated that older employees, particularly Baby Boomers, have significantly more respect for management and leadership and value strong guidance. This also coincides with the results of the empirical studies by Zemke et al. (2012) and Wils et al. (2011), suggesting that Baby Boomers are more likely to listen to their managers regardless of national and cultural context.

Traditionality and loyalty. Closely related to the values discussed above, are those of tradition, power distance and loyalty (Abdalla, 1997; Wils et al., 2011; Hofstede, 2001). Schwartz (1999) argues that these values are very different in Arab world and also heavily influence local work ethics. The abovementioned values, according to Wils et al. (2011) may date back to tribal tradition within the UAE, but they still persist within the modern organisations. And once

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again, the present study finds a major difference in how these values are perceived by the three different age cohorts. Most of the interview respondents (64%) point out that employee loyalty towards organization is somewhat higher among Baby Boomers and Generation Xers than among Millennials.

> "I think loyalty towards an organization is very important. In the UAE loyalty is very important. One can be loyal to family, country, his work. I personally find younger employees less loyal. Maybe their values are different, maybe life is harder for them and they seek opportunities. I don't know". (Respondent 7, Zayed University, 45 years old).

A number of study participants have reported Millennials being less loyal when compared to representative of older generations. The managers struggled to come up with specific reasoning to explain such observations. Lim (2015) discusses a rather high unemployment rate among the UAE youth, and as a result – high dissatisfaction with work and life conditions. The low level of loyalty towards the organization they work for, may be explained by this dissatisfaction and difficulties associated with finding a job. Respondents 16 and 18 however point out that the observed perceived difference in loyalty between the different age cohort may simply be attributed to the fact that Millennials have more opportunities to work abroad due to the fact that a vast number of UAE men and women receive education abroad, and are tempted to pursue their career in other countries:

> "To me it seems that our generation (Millennials) does not see the city or country where we were born as the only option to pursue education or career. We grow up with the thought that we can go and do whatever we want, and may parents even encourage their children to study outside of the UAE". (Respondent 19, Abu Dhabi University, 39 years old)

According to the Respondent 19, younger generations of the UAE citizens are furthermore encouraged by their families to pursue education abroad. This encouragement along with personal beliefs and desires, along with exposure to Western education and way of life, results in younger generations of the UAE employees being less loyal towards a specific employer. According to Wils et al. (2011), Generation X-ers have been characterized as not loyal to an

organization, but instead – to a chosen occupation. The present study suggests, that within the context of the UAE, younger employees (Millennials), and not Generation X-ers, are disloyal to a given employee:

> "Some young people decide that they want to work somewhere else too. Maybe that's why there is more work-related mobility among younger generation. But many see it as a lack of loyalty…" (Respondent 19, Abu Dhabi University, 39 years old)

Another interesting observation related to the topic of shift in values discussed above, was voiced by the Respondent 24. According to the respondent, young people value fun and relationships at work, while Baby Boomers and Generation X-ers mostly care about such traditional values as prestige, recognition and remuneration they receive for their performance. Inglehart (2008) argue that a very important shift has occurred that has changed the Arab world – discovery of oil and gas has made the region rich within years. This, according to Inglehart (2008) and Hofstede (2001) has majorly affected values of the UAE citizens. While older generations were raised and lived in society that highly valued money and prestige, younger people were born into the country where a lot of resource have been invested in non-material values such culture and education. This, according to Wil et al. (2011) may have triggered a shift from material-oriented worldview to culture driven by self-development, quality of life, work/ life balance.

> "It seems that 25-year olds expect more from their work. Getting paid is not enough. Having a respected job is not enough. For them, I think, it is about enjoying life. They value good relationships with their colleagues, I know, younger employees spend time with each other outside work, communicate on their phones and so on…" (Respondent 22, Abu Dhabi University, 45 years old)

Interestingly, the interviewed employees point out that the younger generations of the Emirates highly value friendly and positive work atmosphere and being able to build and enjoy friendly relationships with their colleagues. Therefore, materialist incentives may not be the most relevant stimulate to them anymore:

> "I notice that younger employees are very team-oriented, however work and cooperation with colleagues are not the only things they expect… Millennials also expect a certain atmosphere at their work place – not only profession-wise but also relationship-wise". (Respondent 2, Zayed University)

It is important to mention that the results of the interviews are supported by the quantitative part of the present study which has clearly demonstrated that Baby Boomers regard economic profit as a much more important stimuli than their younger colleagues.

At the same time, many respondent have not noticed any significant differences in work-related expectations between younger and older university employees. According to the Respondent 3, all of the employees she knows in the Zayed University value the same things in work: stability, compensation, recognition and respected occupation. However, this view is not supported neither by studies dedicated to exploration of values within the multigenerational workforce in the Western world (Stanley, 2010; Cahill & Cedrak, 2012; Jenkins, 2008), nor by the research focusing exclusively on Arab world (Macpherson et al., 2007; Lim, 2015; Wils et al., 2011).

Learning and knowledge transfer. One of the themes that has emerged during the conducted interviews were the differences in learning and knowledge transfer among different cohorts of employees. According to the respondents 1, 4, 22 and 29 there was a clear difference between how different age cohorts approached the processes of learning and training within the educational institution. For instance, younger employees (millennials) clearly preferred one-on-one coaching and immediate job training. On the other hand, older employees gave preference to more old fashioned methods to transfer knowledge within the organization – teaching and lecturing.

> "Yes, one can observe differences between them (representatives of different generations) everywhere. A lot of older employees are retiring and they are supposed to train younger staff to take their place. They provide young employees with books, lecture them… and see that they are not really interested. Why? Older employees say: young people don't care…" (Respondent 22, Abu Dhabi University, 45 years old)

According to the Respondent 22, in situations described above, older employees often come to a conclusion that younger staff simply lacks motivation. This has negative consequences for the organization as it creates negative stereotyping (young people don't care) and challenges relationships between different age cohorts. Lim (2015) argues that during the process of knowledge transfer, employees of different age have different preferences regarding the mode of learning process. Millennials, for instance, may simply prefer a less formal and hands-on experience, while Baby Boomers value theoretical knowledge (Lim, 2015).

Security. Another important topic discussed throughout the interviews was in how different age cohorts value stability. According to the interviewed respondents, older generations were more concerned about a stable job and future prospects. This statement somewhat contradicts the finding concerning younger employees worrying about unemployment and uncertain future (Wils et al., 2010). At the same time, one of the interviewed managers have offered an alternative explanation to the observed phenomenon:

> "To me it seems that older employees value stability of their job and organization as a whole a lot. Why? I think there are many reasons, first of all it is a part of mentality. Older people think it is better when you work all your life in one job. It means you are reliable, and a good professional". (Respondent 11, Zayed University)

Another explanation was proposed by the employee from Abu Dhabi University who believes that the differences in attitude towards job stability between Baby Boomers and Millennials originates from market instabilities, but the ones that concern older employees:

> "The labour market now is very unstable. It is unstable and difficult for younger people, but also very challenging for older workers. The market is very dynamic and requirements towards professional qualifications change all the time". (Respondent 29, Abu Dhabi University, 52 years old)

According to the Respondent 29, the new market dynamics and requirements of the modern workplace makes it highly complicated for older employees to keep up with their demands, particularly when it comes to technological literacy. Older employees therefore find themselves

in a disadvantaged position due to the fact that their knowledge of technology does not match the demands and requirements of the jobs they occupy or apply for:

> "This makes older employees very vulnerable as their technical skills are often not up-to-date with the modern requirements of the employees. The skills they do have are often not relevant to the market needs any more". (Respondent 29, Abu Dhabi University, 52 years old)

Saba (2013) discusses such market instability as an important factor affecting employee values. Changing job requirements and technological breakthroughs challenge older employees and add to their insecurities (Saba, 2013).

Interestingly, one of the interviewed managers, Respondent 5 (Zayed University) has expressed an opinion that although belonging to a specific generation does majorly affect values and beliefs of the university staff, it is also the stage of the individual's career that has an influence. For instance, although Baby Boomers are often perceived as a generation which demonstrates the highest work loyalty, according to the Respondent 5, this may be simply due to the educational context. Within academe the employees are often expected to follow a specific career path, and often once a higher rank position is reached, the employees may be more interested to keep it than seek opportunities elsewhere:

> "I think older staff also often has some nice work conditions due to the position they have already reached. This stage of the career they have reached may affect their attitude and loyalty to a specific organization. I am not sure all the differences in values can be explained by age… Yes, or generation they belong to". (Respondent 5, Zayed University, 59 years old)

This observation is similar to the argument formulated by Parry and Urwin (2011), who argue that the modern frameworks related to understanding of multigenerational workforce values often fail to account for a number of factors, including career stage and biological age.

4.3.2.3. Challenges encountered by managers when working with multigenerational teams

One of the challenges encountered by managers of the educational institutions when leading multigenerational teams was how employees of different ages perceived company culture. As the Respondent 5 has pointed out:

> "I have noticed that different generations understand culture of our university differently. This may be very challenging, because while younger people expect freedom and flexibility, older employees want structure and order…" (Respondent 5, 59 years old)

However, the Respondent 21 presented an opinion contradictory to that of the Respondent 5. According to the Respondent 21, different expectations concerning organisational culture do not present a challenge from managerial point of view if every member of staff accepts and embraces workplace diversity:

> "No, I don't find this a challenge. I think within our department there is a positive environment, which all the employees enjoy… Yes, all have different expectations of what culture and workplace should be, but if every staff member feels appreciated and embraces workforce diversity the overall work attitude will be positive". (Respondent 21, 42 years old)

Indeed, the theme of workforce diversity and its value for the organisation was re-occurring across the narratives of the interviewees. Similarly, Heyler and Lee (2012, p. 574) point out: "A cross-generational workforce thrives on cross-fertilisation; both employers and academia must acknowledge this, embracing diversity, whilst building on similarities and maximising from the resultant synergy".

Communication differences was another challenge commonly referred to by the interviewed managers. Over 50% of the participants have stated that the most pronounced differences in communication preferences are observed between millennials and veterans. While the first ones prefer text messaging, using various mobile apps for communication, the latter adhere to such communication means as phone calls or emails. In addition to that, younger employees commonly used abbreviations and informal language, which was not always positively

received by older staff. The problem of differences in communication among millennials, baby boomers and veterans is commonly discussed in scholarly literature (Heyler & Lee, 2012; Leibold & Voelpel, 2007; McDonald, 2012). Leibold and Voelpel (2007) argue that such differences may be a source of conflicts between younger and older staff. According to the Respondent 9, differences in communication are also due to the fact that while younger employees find it acceptable to freely contact their colleagues regarding work related or personal issues any time of the day, older staff finds it inappropriate:

> "Yes, I often notice that some younger staff finds it OK to call or write to professors outside of the working hours. Older staff, however, does not really like it… I don't think young people are disrespectful. I think they are just motivated by work and find it appropriate and even inspiring to talk about it on weekends or in the evenings. I sometimes find it very difficult to explain it to some of our older colleagues". (Respondent 9, 41 years old)

The Respondent 10 has shared that this misunderstanding may be due to differences in culture and upbringing, or may simply be explained by the fact that older employees have families and therefore it is not always convenient for them to be contacted outside of their working hours.

According to the respondents 1, 3, 4 and 21 negative stereotyping was another challenge encountered when leading diverse multigenerational teams. For example, young members of university staff considered older colleagues less experienced with technical devices, stubborn and resistant to change and progress. At the same time, older workers perceived millennials as "spoiled" (Respondent 3), lacking discipline and disrespectful. According to the interviewed managers, negative stereotyping was a major problem when designating multi-generational teams as such phenomenon negatively impacted collaborations between millennials, baby boomers and veterans.

> "To me it feels like they (younger and older employees) already have some sort of established opinion regarding each other. Before they even got a chance to work together. I think this is very bad for team spirit. Team work is important for our university. Many courses are taught jointly, by multiple tutors…" (Respondent 21, 49 years old)

Another interesting theme which occurred multiple times during the interviews were generational differences in attitude towards female colleagues. Although the topic of gender imbalance and inequality seemed to be rather sensitive, with some of the interviewed respondents refusing to talk about it, some participants shared their impression of how different age cohorts perceived the role of women within educational institutions:

> "Yes, there is a big difference… Younger people find it normal and beneficial for the university to have female staff… They also think it is important that female employees occupy managerial positions. Older staff is more conservative, and I would say, even resistant to change…" (Respondent 4, 62 years old)

According to the Respondent 15, the discussed Westernisation along with the improved opportunities for the Emirates to work and study abroad have resulted in a significant difference in views and work values among younger and older employees. While Millennials and Generation X-ers have been exposed to being educated and working side-by-side with successful female students and professors, older staff has often been raised in times, when such phenomenon was rare. Due to that while a lot of younger Emirates find professional equality a normal notion, older employees often have little understanding or acceptance of it.

> "I think this change is cultural, but also many young people obtained their degrees abroad in the US and UK. And of course, there they learnt from female professors, and went to classes with female students. They experienced different culture and bring parts of it back home. Older staff members have not had such experience and they often openly or secretly oppose workplace gender equality". (Respondent 15, 48 years old)

Kirk and Napier (2009) point out that the UAE strive to become a global modern economy, a commercial and technological hub in the Middle East. At the same time there are still a number of issues that make the process of modernisation slow, and the issue of gender is one of them (Kirk & Napier, 2009). According to the report by Ministry of State for Federal National Council Affairs (2008), women account for nearly 70% of the university graduates, however are still underrepresented among senior staff and managerial positions.

4.3.3.4. Leadership approaches towards managing multigenerational workforce

Embracing differences. According to the interviewed managers, there is no one solution to the problem of managing multigenerational workforce. Instead the adopted leadership approach has to comply with the key requirement – it has to be based on understanding on differential needs and values of the age cohorts present within the organisation. Stanley (2010) argues that modern organisations present bigger challenge from the leadership perspective due to the fact that the organisational structures have become more flat, and therefore different generations are not separated by hierarchical ladder anymore. This observation corresponds to the narratives of the interviewed managers employed by the Zayed University, and Abu Dhabi University:

> "I think it has become more common that young 20-year-olds scholars and older 60+ professors work side by side. This brings opportunities. But it also creates challenges from managerial and leadership perspective. Effective leadership approach has to be based on understanding what does the 20- and 60-year-olds want and expect from work…" (Respondent 3, Zayed University, 29 years old)

Effective leadership styles. Congruent leadership. When asked about which type of leadership should be most effective to suit the needs of multigenerational workforce, the employees of the universities of Abu Dhabi and Zayed shared that such forms of leadership as charismatic, team-oriented, personal-oriented and participative are most valued by both, younger and older employees. On the contrary, autocrative and hierarchical leadership styles have been described as less effective and causing more dissatisfaction among employees, particularly the young ones:

> "I think modern leaders have to be more team- and individual-oriented. They have to be charismatic and be able to engage their employees. Although, in my experience older generations value hierarchy and autocracy, young and middle-aged employees want to be engaged by their leaders and be included into the decision-making process". (Respondent 1, Zayed University, 61 years old)

While the Respondent 1 has pointed out that regard and appreciation for charismatic and transformational leadership styles is more typical and characteristic to younger generations, the Respondent 13 has argued that these two types of leadership are appealing to all employees, regardless their belonging to a particular generation or age cohort.

> "In my opinion regardless of age, employees prefer charismatic and transformational leadership styles. They want their leader to be a visionary, to show them a big goal, an innovative idea. Both charismatic and transformational leaders are a big inspiration, they let employees not only focus on routines day-to-day activities, but also see a big picture, understand what is the purpose behind their job". (Respondent 13, Zayed University, 44 years old)

Interestingly though, a number of respondents, including the Respondent 23, have pointed out that there is no particular leadership style adoption of which would help solve a magnitude of problems, including the ones associated with the multigenerational workforce. However, according to the Respondent 23, autocrative leadership style is the one that qualifies the least to solve the abovementioned problems:

> "There is no one leadership style to solve the problem of multigenerational employees, or any other problem. All I know is that autocrative leadership does not help to solve this problem. It is a rigid and outdated style, and rigidity cannot help an organisation evolve". (Respondent 23, Abu Dhabi University, 37 years old)

The issues of rigidity, hierarchy and adherence to traditional and conservative norms have emerged multiple times during the discussion of leadership approaches necessary to address an issue of multigenerational workforce in the context of the UAE. Interestingly, according to three of the interviewed respondents, educational sector in the state is characterised by rather rigid leadership style which promotes hierarchy and dominant role of managers within an organisation. This, according to the Respondent 4, may be another factor negatively affecting relationships between employees belonging to different age cohorts:

> "I think older employees are a little happier with our reality. Within the UAE academe, leaders rule with a strong hand. Employees are expected to follow, not ask questions or doubt authority. It is a little bit easier for older workers to adjust and work in such

conditions. But younger people are often unhappy about this state of things". (Respondent 4, Zayed University, 62 years old)

According to the interviewed respondents, leadership within the educational sector as well as the sector itself are outdated and in need of immediate modernisation. According to the Respondent 3, major positive changes have taken place within the last decade, however they are not enough to improve quality of education and personnel. This argument is in line with concerns voiced by Macpherson et al. (2007) and Zahran et al. (2016). Zahran et al. (2016) is pointing out that the UAE has established a firm course towards systematic changes, including its goal to diversify economy and end dependence on oil and gas reserves which have been exhausted in most of the Emirates. Modification of educational system is the key element of the process of diversification, as only effective educational system can supply the state with qualified professionals which can enable change and drive country to excellence (Macpherson et al., 2007). As pointed out by Benjamin (1999) and Zahran et al. (2016), knowledge and knowledge exchange are central to survival and flourishing of a healthy economy. Modern society can grow and develop only through accumulation of knowledge which in turn results from education of workforce and accumulation of capital. Benjamin (1999) argues that education of modern workforce in turn results in better distribution and management of both human and financial resources. A number of researchers stress positive correlation between improvement of the educational system and economic growth of the nation (Benjamin, 1999; Waller, 2012). This is why the topic of leadership within the educational sector is so crucial for the UAE context:

> "Our country is currently undergoing a big change. We are transitioning. We don't want to depend only on gas and oil anymore, we are pass that stage. Instead we develop technology, tourism, knowledge. Education is crucial for this transition. Without smart hardworking people none of this will be possible. We need smart leaders who understand and foresee future". (Respondent 7, Zayed University, 45 years old)

In relation to the discussed changes taking place both within and outside of the UAE academe, a number of respondents have discussed the possible beneficial role of transformational leadership. According to the Respondent 29, their university is in need of a person who understands the change and can make followers see such change. One of the changes, according to the respondents, is growing number of younger people occupying top level positions – this change occurs within the UAE academe, as discussed by Zahran et al. (2016). The external change is diversification of the UAE economy.

> "In my opinion in times of major changes and big transitions transformational leadership is very important for any organisation. Young employees come to our university, and they have different views and values. Our leaders have to account for those". (Respondent 22, Abu Dhabi University, 45 years old)

Indeed, as pointed out by the Respondent 22, transformational leadership has been widely discussed within the context of private organisations as opposed to public sector (Zemke et al., 2012). However, according to the analysis of the conducted interviews, such type of leadership may be highly beneficial to the UAE higher educational institutions in general, and solving the problem of multigenerational force within the UAE academe in particular. Transformational leaders are characterised as visionaries who can envision an idea (or change) and make sure that their followers understand and are inspired by it (Wils et al., 2011). Such change or idea in the context of the present study is changing generational profile within the UAE universities with more Millennials entering workforce and occupying high rank positions, thereby increasing their influence and interaction with older employees (Baby Boomers). Transformational leader, according to the interviewed respondents, may be able to react proactively to the changes as opposed to reactively responding to the problems (e.g. intergenerational conflicts) as they appear.

> "Academe is changing, whether we, old employees, like it or not. It is changing quite fast and we need leaders who not only keep up with this change but can also lead it. The changes are: more younger people occupying high positions, more female workers, more female

leaders, etc. Workplace, in my opinion, is becoming more diverse, and this diversity should be embraced and nourished". (Respondent 11, Zayed University, 46 years old)

Along with internationalisation, the respondents have discussed the growing role of the West and international experience obtained by the younger employees, which the latter want to implement in their UAE working place:

"I think the biggest change facing the Emirates and our educational system is the influence of the West and internationalisation. It is impossible to avoid. Leaders have to ensure that our universities take the best from abroad, but also preserve our culture and traditions. Younger people, educated abroad, come back and want to share their ideas. Leaders have to listen to those ideas and implement the best ones". (Respondent 21, Abu Dhabi University, 45 years old)

The theme of congruent leadership has emerged multiple times during the course of the interviews. Congruent leadership, according to Kowalski et al. (2006) refers to the type of leadership where one leads by demonstrating an example as far as values, beliefs and actions. According to the Respondents 1, 4 and 22, employees look at the leaders as role models and expect the latter to adhere to the organisational values.

"I think it is very important that the leader is kind of like a "showcase" of values and beliefs that represent the organisation he works for. If the leader and managers do not adhere to the values they communicate to their employees, why would you expect employees to adopt such values?" (Respondent 4, Zayed University, 62 years old)

In addition to the role of leader in communicating and identifying common values shared by the staff, the interviewed respondents have also commented on the role of leader in identifying common goals that help unify teams and underline team work and effort:

"In my opinion, younger and older employees often have conflicts. It seems like sometimes they forget that work is not about figuring out how is right or better. It is about a common goal and teamwork. A true leader has to realise it himself, lead by example and communicate this to his employees". (Respondent 22, Abu Dhabi University, 45 years old)

These ideas and observations correspond to the position expressed by Stanley (2010, p. 850) who notes: "Followers with the same or similar values support and follow these leaders because their own values align". Nearly quarter of all of the interviewed managers (24%) mentioned

that they find it very important that all of the employees, regardless of their status or age group, are held to same requirements and work expectations. Respondents 5 and 14 noted that this promotes feeling of equality among the employees, and that it is the responsibility of the leader to ensure that such environment exists within his/ her organisation:

> "It comes from the leader. First of all, he has to believe in equality himself. If he believes in it, his managers will believe in it and practice it. If managers practice equality, all employees will perceive themselves as equals. I think this is very important for employee morale and how they feel themselves within an organisation". (Respondent 21, 45 years old)

Interestingly, some of the interviewed managers (respondents 15, 19, 22, 24 and 25) have expressed an opinion that inter-generational differences are not as pronounced as some people think. The slight differences in values and beliefs that do exist, according to these interviewees, can be easily mitigated with equal standards and expectations developed for all employees:

> "I don't say that everybody is the same. I think that leadership is about equality and treating everybody in the same way. If this occurs, then, in my opinion, all generations will not think about how different they are, but instead will look for similarities and will work together to achieve a common goal". (Respondent 22, 45 years old)

The abovementioned observation concerning exaggerated differences between different age cohorts correlates with the ideas developed by Deal (2007) and Altimier (2006). The researchers argue that intergenerational conflicts originate from various flaws within organisational culture (e.g. poor communication, lack of proper management and leadership), as opposed to differences between different generations. Wils et al. (2011) voices a concern that if differences in values among different age cohorts are exaggerated, there is no need to invest significant human and financial resource into designing HR practices to counter balance such differences. Although, most of the interviewed managers did agree that poor communication and leadership contribute to conflicts within an organisations, they also believed, as discussed above, that there are major differences between millennials, baby boomers and veterans.

Employee engagement and participation. Over half of the interviewed managers (54%) have expressed an opinion that engagement and participation are crucial for a leader to initiate a fruitful dialogue with different generations. While some of the interviewees believed that engaging employees through discussion groups or forums would benefit all age cohorts, others noted that this will particularly benefit "newer" (younger) staff. In addition to that, as pointed out by Raines (1997), that younger employees, such as Generations X and Y, are particularly active in participating in such forums and discussions and are eager to express their suggestions and position.

> "It is a goal of a leader to open a dialogue and make sure that all employees are on the same page. I also sometimes feel like some age cohorts (especially millennials and veterans) feel left behind and not taken into account. Within our department we organised weekly meetings where every employee had an opportunity to voice his/ her suggestions, ideas or complaints". (Respondent 8, Zayed University, 41 years old)

The themes of organisational flexibility and approachability have also emerged multiple times within the context of the discussed approaches towards leadership. According to the interviewed managers from the Zayed University and the Abu Dhabi University, in order to create an environment friendly towards different ages, leadership of an organisation has to remain approachable and ensure that overall organisational structure is flexible and not rigid. According to the Respondent 1 (Zayed University), such flexibility coupled with openness and possibility for dialogue guarantees that employees with different values and needs understand that their voices are heard, and that suggested criticism may be taken into consideration and implemented in the form of changes:

> "I think that although younger employees usually embrace change more readily, it is also important for older employees, such as Baby Boomers, that their leadership wants to hear them and will change if needed. They need to know not only that they can voice their concerns, but that the initiated discussion will result in actual changes… It is not enough just to be heard. It is important to see results of your initiative". (Respondent 1, Zayed University, 56 years old)

Autocrative leadership style versus individual approach. Deal (2007) and Sherman (2006) discuss hierarchical and rigid leadership styles as key obstacles on the way of successful integration of diverse and multigenerational workforce. Autocratic leadership style for example, where the leader bases his/ her decisions solely on own judgements, may negatively affect motivation of multigenerational workforce (Sherman, 2006). Respondents 2 and 4 add that in addition to being approachable and open to dialogue, a leader has also maintain an individual approach towards needs and concerns of his/ her employees.

> "I think it is important for any employee to know that his/ her organisation values them. Of course, it is impossible to hear everybody. But I think leadership should be about recognising individual needs. Employees are not a homogenous pool of people. They are all different". (Respondent 2, Zayed University, 31 years old)

Stanley (2010) argues that individual approach is crucial when dealing with the needs of the multigenerational workforce. The researchers note that such challenges as conflicts may be caused by individual differences, as opposed to inter-generational characteristics (Stanley, 2010; Murray, 2011). Therefore, before assuming that the conflict is caused by the differences in values among Baby Boomers and X-ers, a leader must attempt to gain a deeper understanding of the specific issue (Stanley, 2010). A number of interviewees (Respondents 3, 12, 14, 15, 21, 22, and 30) have mentioned that despite an underlying cause of conflict or problem, a leader has to ensure that the team effort is directed towards creating an inclusive and conflict free environment. Respondent 28 has shared his opinion that preparedness is a key to solving inter-generational and any other type of conflict that may occur within an organisation:

> "I think if a leader tries to deal with the conflict after it started, he is already too late. Why? Because damage is already done – to performance, relationships, work environment. Mitigation is a key solution". (Respondent 28, Abu Dhabi University, 56 years old)

Murphy (2007) suggests that strategic leadership includes preparedness for all sorts of organisational issues that may occur. One such issue may be conflict situations (Murphy, 2007). The present study, based on the analysis of the obtained interview transcripts, suggests

that the leadership within an educational context should prepare people holding managerial positions (heads of departments, group leaders, etc.) for such critical situations before they even occur. Leaders have to therefore foresee the possible obstacles and provide their managerial staff with understanding of underlying reasons (e.g. differences in values, expectations) and training to deal with such situations.

Focus on similarities and common ground. Most of the interviewed respondents (63%) have mentioned that although there indeed exist some key differences in values of multigenerational workforce, in order to be effective a leader has to focus not on the differences, but similarities. Such similarities, for instance, may be the top five values shared by most of the representatives of different age cohorts: improved work/ life balance, just remuneration, an opportunity for career growth, possibilities for training and development within an organisation, and proper recognition of effort (Stanley, 2010).

> "I think being a leader now and 10 years ago are two very different things. Therefore, an effective leader has to remain flexible. Knowledge that was useful a decade ago may be of very little help now…" (Respondent 11, Zayed University, 42 years old)

In addition to that, the respondents 11 and 21 have mentioned that leaders should themselves remain open to new solutions and understand the current needs of their workforce as it constantly changes:

> "The UAE are not what they used to be. We are changing a lot, the changes come from inside and outside. These changes, in my opinion, often more affect younger generation, while older people remain "resistant". Therefore, younger and older become even more different. Differences can lead to misunderstanding and conflicts. Leadership has to be able to sense these changes and react to them, instead of leaving employees on their own with their problems". (Respondent 21, Abu Dhabi University, 45 years old)

Indeed, as pointed out by Cahill and Sedrak (2012), the modern organisations are faced with such a demographic trend: as Baby Boomers massively retire, their substitution Millennials are occupying more important positions throughout different ranks of the organisations. Jenkins (2008) warns against leaders who project their own beliefs and expectations on the workplace

environment. Instead, the scholarly literature, as well as the interviewed managers, argue for recruiting up-to-date knowledge of multigenerational workforce and staying open to needs and challenges presented by diverse workforce (Stanley, 2010; Kirk & Napier, 2009). There is a growing evidence that the UAE is undergoing a major culture change which is connected with the Westernisation of the Arab world (Wils et al., 2011; Kirk & Napier, 2009). These changes, as discussed above create a division in values and beliefs between younger generations who are more susceptible and exposed to the Western culture and values, and older employees who remain loyal to more traditional and conservative values (Wils et al., 2011). It is crucial for the leaders to be aware of such trend and be proactive in addressing potential challenges that this division may bring.

Addressing the differences: communication issues and technology awareness. The discussion of challenges associated with the differences in communication style between Millennials and Baby Boomers have led to realisation of importance of using various styles/ channels of communication to engage a multigenerational team. According to the majority of the interviewed participants (52%), to be effective a leader should demonstrate flexibility and understanding towards needs of his/her employees, especially when it comes to communication.

> "Communication is in the heart of effective management and leadership. Everything about
> it is important: what you communicate and how". (Respondent 19, Abu Dhabi University,
> 39 years old)

The question of communication, according to the interview transcript analysis, concerns two distinct dimensions: messages being communicated and means of communication.

> "In my experience, most workplace related relationship conflicts come from some sort of
> miscommunication. Therefore, messages you are trying to convey are very important. One
> has to remember that the same message can be understood differently by representatives of
> different generations". (Respondent 1, Zayed University, 56 years old)

In addition to the importance of messages being communicated, the respondents have mentioned that leaders should remain flexible concerning communication channels. While older employees, as discussed above, prefer more conservative and formal means of communication, younger will appreciate more informal and personal approach (Respondent 11).

> "It may seem like more of a managerial problem – how to talk to your employees: through email or mobile Application. But it is not. It is about your leadership style. A leader has to show flexibility and demonstrate that he can approach each group of employees in their own preferred manner". (Respondent 7, Zayed University, 45 years old)

The topic of communication is also closely related to the one of technology. As demonstrated by the present study, as well as previous research (Wils et al., 2011; Stanley, 2010; Parry & Urwin, 2011), there is a profound difference in attitude and abilities of multigenerational workforce concerning the use of modern technologies. While younger employees embrace technology and easily pick up new technological solutions, older employees such as Baby Boomers may require more time and additional training to gain understanding and experience of technology. However, as pointed out by Jenkins (2008), employees from Generation X and Baby Boomers will be employed for another 30 or 50 years, so it is highly beneficial for the employer to make sure that these individuals are trained and remain up-to-date with professional demands.

> "Many employees have been hired to match a specific need. For example, the university needed a specialist in some department. This need may not be there anymore, but the person is still working in the same capacity. Nobody ever took time to understand his/ her potential and make sure they fit the current need". (Respondent 22, Abu Dhabi University, 45 years old)

Corporate culture, self-development and knowledge transfer. Although, the suggestion voiced by the respondent 22 concerns managerial role, it should be the task of a leader to create an environment where self-improvement and professional development remain two key sources of intrinsic motivation for all employees regardless of their age and function. This

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environment would allow to ensure that Generation X-ers and Baby Boomers are up-to-date with technological solutions and requirements, and at the same time satisfy the existing need of Millennials in non-monetary stimulate.

> "Motivation is an important issue when dealing with younger and older employees. Often different motifs work better on different generations. Leaders of an organisation have to decide whether they want to adopt a general approach to all of the workers, or try to adjust it based on their needs…" (Respondent 22, Abu Dhabi University, 45 years old)

Intrinsic motivation may also be an important approach towards increasing employees` performance and job satisfaction without any major financial expenditures. Such approach is known to decrease overall operational costs, and thereby increase an overall competitiveness of a given organisation (Stanley, 2010).

> "There are so many ways to inspire and motivate employees, however very often managers only think of money – increase in salary, social package, etc. Money often fails to inspire somebody. Besides we are living in unstable economic times, and each organisation has to consider ways other than financial to motivate employees. Otherwise we will go bankrupt very fast". (Respondent 3, Zayed University, 39 years old)

A number of the respondents have discussed the topic of reverse mentoring in relation to the problem of knowledge transfer as well as creating an atmosphere of inclusiveness and cooperation. Reverse mentoring, according to Leh (2005) and Marcinkus Murphy (2012) is an effective technique based on allowing younger employees (e.g. Millennials) to coach and train older ones (e.g. Generation X-ers or Baby Boomers). Reverse mentoring allows older employees to improve their technical or soft skills while building stronger relationships with younger members of the team, with whom they would otherwise have little or no contact (Stevens, 2010). According to Marcikus Murphy (2012), the approach of reverse mentoring is beneficial for both side, and not only to older employees. While the latter gain needed knowledge, younger employees get an opportunity to train and exercise their managerial and leadership skills. As the researchers discuss the growing number of Millennials occupying

important high rank positions within companies, this may be a highly valuable practice (Marcikus Murphy, 2012; Stevens, 2010).

> "We are used to the old scenario: older have to teach younger what to do and how to do it. But young people have a lot to teach us. They got different education, they studied themselves, they went abroad. They have a lot to give. Most importantly, I think, reverse mentoring helps establish working and personal relationships between very different members of one team. This makes teams more solid and successful". (Respondent 3, Zayed University, 39 years old)

Hewlett et al. (2009) argue that reverse mentoring and ordinary mentoring programs have an important strategic meaning for an organisation. Such programs allow to prepare future leaders for the organisation, train them and help them establish and build connections with some key senior staff (Marcikus Murphy, 2012). According to Kram (1985) mentoring provides mentees not only with professional help, but also with the needed psychological help, and often results in a number of positive outcomes for mentee`s career, including that of the increased salary. Noe et al. (2002) argue that mentoring also has an important social component that can significantly improve relationships and team work within a given organisation. According to the interviewed managers, mentoring in general and reverse mentoring programs have provided a number of benefits to their organisations:

> "Nobody calls it reverse mentoring in our department, but I guess this is what it is. It is an initiative from the head of the department who tries to encourage young people who worked abroad to conduct seminars for other team members, including older ones". (Respondent 22, Abu Dhabi University, 45 years old)

The Respondent 22, in line with the argument by Noe et al. (2002), has highlighted an importance of social function of the reverse mentoring initiative within the Abu Dhabi University. According to the respondent, the older staff, through being coached by younger employees, have significantly improved their opinion of the level of knowledge and professionalism of younger colleagues. Therefore, the present paper argues that reverse mentoring can also be used as an effective tool to fight such a harmful phenomenon as negative

stereotyping among multigenerational workforce. In addition to the improved opinion, the respondent argues, older and younger employees enjoyed collaboration as it helped both sides gain valuable experience. Older employees got a chance to improve their technical expertise (e.g. use of R computing environment to conduct statistical analysis), while younger employees used this opportunity to practice and improved their teaching skills which are extremely important for the development of a successful curriculum within an educational environment. The respondent has also argued that a number of collaborations were born through such mentoring sessions, as the individuals not only got to teach each other, but also engaged in exchange of ideas some of which had resulted in scientific projects. According to the Respondent 22, such collaborations would never be possible otherwise as normally these employees of different age (and status) would not intercept with each other in more formal environment.

> "In my opinion, although inter-department collaborations are encouraged in our university, most commonly younger employees work with each other, while older employees also work with each other. Mentoring, normal and reverse, changes that. It creates more situations when individuals of different age can work together, exchange ideas and so on". (Respondent 22, Abu Dhabi University, 45 years old)

In addition to the benefits of reverse mentoring and mentoring in general discussed by the study participants, these practices are argued to contribute to formation of the so-called high quality connections within a given organisation (Dutton & Heaphy, 2003). The high quality connections refer to successful relationships established between mentees and their mentors, which according to Ragins and Verbos (2007) are formed due to the fact that two individuals can exchange the lenses: that of a learner with that of a student. This provides a relational perspective, when an employee gets an opportunity to experience work-related processes from the point of view of another individual (Noe et al., 2002). This is particularly relevant to the context of the Abu Dhabi and Zayed universities, as such practices allow representatives of different generations learn more about each other`s values, beliefs and attitudes. This closer

communication and exchange of experiences can further help develop better understanding of each generation, and improve communication between Millennials, Generation X-ers and Baby Boomers.

Educating workforce on multigenerational differences. Another topic closely related to that of reverse mentoring and knowledge transfer has emerged multiple times during the conducted interviews – educating employees on multigenerational differences and issues.

> "I think one of the key problems is the fact that most people are not aware of the problem. Most people if they learn about a conflict between two colleagues, younger and older, would assume it is due to the difference in their characters. Nobody would think of such thing as multigenerational workforce". (Respondent 30, Abu Dhabi University, 28 years old)

Interestingly, two of the interviewed respondents (respondents 2 and 19) have expressed an opinion that the problem of multigenerational workforce and related organisational issues is widely ignored within the context of the UAE educational system.

> "In my experience, and I have worked in three different institutions within the UAE educational system, is that the issue of multiple generations coexisting in one working environment and having their major differences is most of the time simply ignored. I call it a latent problem – it is there, but nobody talks about it or try to solve". (Respondent 19, Abu Dhabi University, 39 years old)

Apart from ensuring that all of the employees within a given organisation are aware of the issue and fully understand its underlying nature, the respondents argue that leadership has to conduct seminars and training sessions educating all of the employees on nature of the problem, but most importantly – on its benefits and solutions:

> "What to do about it? Well, first of all we have to admit that yes, this problem is here and we have to deal with it. All employees, regardless of age and ranking have to be educated on multigenerational workforce issues, and most importantly – benefits and solutions". (Respondent 19, Abu Dhabi University, 39 years old)

The interviewed respondents have also pointed out that there are no ready-to-use solutions that can be adopted to address such complex problems as the one related to multigenerational workforce:

> "Like with any other organisation, there can be no fixed ready to use solution for a complex HR related problem. Apart from describing and stressing the best HR practices used to address the issue of multigenerational workforce, organisation's leader has to stimulate discussion among his managers and employees". (Respondent 19, Abu Dhabi University, 39 years old)

According to Stanley (2010), any excellence model or framework developed to improve structure and performance of a given organisation has to be specifically tailored to its organisational culture, its level of maturity and the specific issue at hand.

Fostering culture of innovation and creativity through intrapreneurship. According to the opinion of the interviewed participants, the key challenge modern leaders face today – working with a team comprised of 20- and 80-year-olds, can be effectively changed into an advantage. As pointed out by the Respondent 2 from Zayed University, leaders should capitalise on the intra-generational differences to help create a sustainable competitive advantage for the organisation they work for. The key such difference, according to Stanley (2010), may be the fact that younger employees (Generations Y and Z) demonstrate more creativity and innovativeness when compared to older workers. These two premises, innovation and creativity, have been discussed as key components of intrapreneurship – entrepreneurship behaviour within a given organisation (Robichaud, McGraw & Roger, 2001; Roman & Rusu, 2016; Van Marrewijk, 2003). Implementing creativity and innovation into day-to-day operations, according to respondents 4 and 23 can improve overall organisational performance:

> "Managers and leaders should see these differences (between generations) as a source of advantages, not as a problem. For example, young employees working in our department are very creative. They have ideas all the time, they do not fear change. They share their ideas, which can be beneficial for our university. And older employees – they have experience, and also, how would you say, a critical view. They take nothing for granted.

They criticise things, initiative. And this criticism can be very good too as it can help root out "bad" ideas". (Respondent 4, Zayed University, 62 years old)

Uy et al. (2015) argue that intrapreneurship is highly beneficial for both, public and private organisations, although much more theoretical and empirical research has explored entrepreneurial behaviour within the context of latter. Despite that, intrapreneurship through creativity and innovation, can help a public organisation remain flexible and agile and create value for its stakeholders by proactively reacting to the changes in market and responding to new demands (Van Marrewijk, 2003). Robichaud et al. (2001) point out that intrapreneurship becomes particularly important during major market changes and crisis as it helps organisation remain flexible and adapt to the new environment. In order to benefit from intrapreneurship organisations have to be able to view their human resource as a key source of competitive advantage (Van Marrewijk, 2003; Uy et al., 2015). At the same time, as point out by Buekens (2014, p. 580): " … many companies have problems in motivating mainly the younger worker with a lot of potential just because they do not really understand Millennials, Generation X-ers and Generation Y-ers and fail to create an attractive working environment for them. By struggling to fully exploit their human potential organisations have difficulties in offering extra value for both the customers and the shareholders".

"Many people in our university have a big potential. But I see that not many of them get to use it fully. Instead many employees end up doing the same job for many years, until they lose their motivation, their sparkle. Such employees do more bad to an organisation than good. But it also makes me wonder – is it their fault?" (Respondent 29, Abu Dhabi University, 52 years old)

According to the interviewed employees addressing the problem of leadership and multigenerational workforce would allow to explore and discover full potential of the UAE employees of the higher educational sector.

The qualitative part of the present study has allowed to critically access perceptions of the UAE higher education managers concerning role, advantages and disadvantages of multigenerational workforce, along with effective motivational solutions and appropriate leadership approaches.

5.2. Summary of the study

The present study has used a mixed-method approach to analyse and explore the current differences in work related values among the representatives of three generations (Millennials, Generation X-ers and Baby Boomers) of the UAE workforce, employed within the educational sector. In addition to that the study has also focused on the forms of leadership perceived as most appropriate by the managers of the two of the studied universities – Zayed University and Abu Dhabi University. The researcher has adopted a quantitative survey-based approach to understand differences in work related values among the employees of the discussed universities and a qualitative interview-based study to explore differences in values and importance of leadership approaches in managing and leading multigenerational workforce. The present research argues that currently the UAE is facing a number of economic and social challenges, economic diversification being the most important one. Educational sector in general, and Zayed University, and Abu Dhabi University in particular play a key role in country' future prospects and opportunities, as it can help contribute bright and talented young professionals to conduct research, managerial or technical functions in the country that is exploring its scientific and economic horizons (Shibab, 2001). The present research will contribute to understanding of the processes that may negatively or positively affect effectiveness of the UAE educational sector, and therefore constitutes a strategic importance.

5.3. Key findings

The following key findings have emerged during the course of the present study:

- Multigenerational workforce is widely spread within the UAE higher educational system, and moreover, is perceived by its managers as a source of competitive advantage, and to some degree – challenges and obstacles;

- According to the conducted research, younger generation of the UAE employees (Millennials) are perceived as less loyal towards a given organization when compared

to Generation X-ers and Baby Boomers, who were demonstrated to have high regard for authority and hierarchy within an educational institution. Younger Emirates employed within the Universities of Zayed and Abu Dhabi, on the contrary, demonstrated more regard for being their own boss and being able to make important decisions during their work hours;

- Surprisingly despite overall high unemployment rate among younger Emirates, all of the three studied cohorts had relatively not much regard for financial reward related values;

- Younger employees were also demonstrated to have an overall high regard for values associated with community, friendship and workplace relationship. Moreover, Millennials often adopt multiple means (e.g. email, phone) to communicate with their colleagues during non-work hours. The later has been demonstrated a source of tensions and conflicts, as such behaviour has been perceived as inappropriate by older cohort of employees (Baby Boomers);

- According to the interviewed managers, leadership approaches based on participative leadership as well as transformational form of leadership were discussed as the most appropriate in relation to satisfying various needs and wants of three studied age cohorts of the UAE employees: Millennials, Generation X-ers and Baby Boomers. On the other hand, hierarchies and autocrative form of leadership, commonly adopted within the UAE higher educational institutions, were discussed as approaches that have an overall negative impact on employees of different ages;

- Concerning motivational factors and different age cohorts, overall, it has been demonstrated that all of the three groups of employees are positively motivated and driven by intrinsic rather than extrinsic factors, e.g. knowing that they are doing important and valuable work, being able to see results of their efforts, etc. On the other

hand, extrinsic motivators (e.g. salary) had slightly less positive effect on employee motivation. Moreover, according to the obtained information, the UAE higher educational sector in general was characterized by employees who are driven by scientific curiosity and thirst for research;

- Mentoring and reverse mentoring have been suggested as two important leadership techniques that can potentially provide solutions to a number of age-related issues and problems within the UAE academe, including fighting negative stereotyping related to belonging to a specific age cohort;

- Finally, the topic of intrapreneurship has emerged as an important way of stimulating and encouraging participation, engagement, creativity and independent thinking among the three studied age cohorts – Millennials, Generation X-ers and Baby Boomers. Fostering intrapreneurship via implementation of total management quality programs has been suggested as a promising approach to improve employee engagement, motivation and performance, as well as mitigate possible conflict situation originating from multigenerational workforce.

5.4. Recommendations

Based on the results obtained within the scope of the present study, a number of managerial recommendations have been developed to help address issues related to multigenerational workforce within a given institution. Due to the fact that the scope of the present dissertation was focusing on higher educational institutions, the developed recommendations are also suitable for universities in the UAE.

5.4.1. Fostering a source of competitive advantage: diverse workforce

First of all, the present study, in line with findings of Stanley (2010) and Halladay, Bishop, Constantino et al. (2015), have collected evidence that multigenerational workforce is perceived by most employees as a source of competitive advantage and strength of a given

organization. Based on this finding and knowledge accumulated within the body of scholarly literature, the present research argues that modern leaders working within educational institutions should encourage and foster age-related diversity. More specifically, there can be a number of approaches to achieve that goal, ranging from recruitment process and techniques to training seminars educating employees on the advantages of having colleagues belonging to different generations. Recruitment strategies, as pointed out by Avery (2003), are a highly effective tool to foster diversity at workplace in general and age-related diversity in particular. For instance, one practical approach to increase age-related diversity within a given organization is to ensure that the recruiting teams themselves comprise of professionals representing all of the key generations: Millennials, Baby Boomers and Generation X-ers. As pointed out by Avey (2006), homogenous recruiting teams (e.g. composed of white males only of similar age) have a tendency to favor gender and age profiles of the candidates similar to their own. Diverse recruiting teams, on the other hand, can appeal and recruit more diverse pool of candidates. Another approach, discussed in scholarly literature as an effective means to diversify a given work environment is making use of blind application process (Avey, 2006; Jamieson & O`Mara, 2000). Blind application procedure refers to the process in which an applicant when applying for a job within a given company is not obliged to provide his/ her credentials (such as age, gender, social or marital status), but instead can only give educational and professional experience details directly linked to the advertised position (Jamieson & O`Mara, 2000). Such approach can help the two studied universities achieve even greater diversity within its staff.

The present research argues that the modern UAE higher educational institutions are in need in new leadership approaches to fully develop their human resource and achieve competitive advantage. One approach towards this as pointed out by Madsen (2010) is drawing on younger generation of female leaders currently working for the UAE universities. The results of the

present study indicate that while older employees (e.g. Baby Boomers) are slightly intimidated by Millennial- and female-leaders, younger generation of the Emirates is ready to fully embrace work diversity and consider it an important component of every modern work environment, including educational one. Madsen (2010) argues that only 15% of the country's managerial positions were occupied by women in 2010, and although this number slowly improves it is still far from reaching an equal balance. The present study argues that empowering more female leaders can benefit the Universities of Zayed and Abu Dhabi from a number of different perspectives. First of all, female leaders have been demonstrated to contribute a unique leadership and management style to an organization focused on team effort, communication and relationships (Butler & Geis, 1990). This is highly important for the two universities in focus due to the number of communication- related problems identified in them. Second of all, employment of more female leaders can help positively affect workplace diversity in general and make organizational culture more concerned and focused on it. Multigenerational workforce also contributes to diversity, and it has been demonstrated that employees from different generations are more satisfied with their job within organisations that have cultures concerned with diversity, acception and equality (Stanley, 2010).

5.4.2. Mentoring programs: fighting negative stereotyping

Another recommendation developed within the scope of the current research concerns knowledge sharing and negative stereotyping among representatives of multigenerational workforce. According to the obtained results, dissatisfaction with teaching and training solutions among representatives of different age cohorts, along with existence of negative stereotypes in relation to professional or personal capabilities of Millennials, Generation X-ers or Baby Boomers suggests that educational institutions in the UAE should adopt mentoring and reverse mentoring techniques to facilitate free flow of information as well as eradication of negative stereotyping. For example, adoption of mentoring programs will allow younger

employees (Millennials and Generation X-ers) to get in contact with Baby Boomers, and improve their working relationships with the latter through learning from them and collaborating on projects. Reverse mentoring, as discussed by a number of interview participants, can be viewed as an excellent opportunity for older staff (Baby Boomers and Generation X-ers) to get in touch with younger employees, such as Millennials and benefit from expertise of the latter. As reported multiple times during the interviews, younger employees are tech savvy and computer literate and therefore they can help their older colleagues increase efficiency of their interactions with technology, as well as increase safety of their day-to-day operations with computer.

5.4.3. Transformational leadership as an approach to help navigate through change

Concerning the role of various leadership styles and approaches in relation to the problem of managing a diverse multigenerational workforce, the present study concludes that according to the existing opinion of the UAE employees of the higher educational institutions there is one particular leadership approach or style that can most effectively contribute to solving the discussed problem. Instead a number of leadership approaches and solutions were mentioned by the respondents in the course of the interview. Such solutions ranged from transformational, congruent and participative leadership styles to simple adoption of specific practices (e.g. focus on communication, fostering culture of acceptance and understanding, etc.). An opinion shared by multiple managers interviewed within the course of the present study was that top-bottom approach in leadership along with autocratic and hierarchical leadership styles could provide little or no solution to the problem of multigenerational workforce. Instead, styles of leadership associated with team orientation, person orientation, charisma of a leader and active employee engagement and empowerment were viewed as solutions that could best facilitate different needs and values of the employed Millennials, Baby Boomers, Generation X-ers and even Veterans. Interestingly, despite the known negative effects of autocrative and hierarchical

leadership style on motivation and performance of diverse teams, particularly its negative relationship with managing younger employees, according to the interviewed respondents such leadership styles were still widely accepted and applied within the UAE educational sector. In addition to that according to the obtained information, the UAE higher educational sector is in need of modernization, as it fails to accommodate needs and values of increasingly diverse multigenerational workforce. At the same time, in line with argument by Macpherson et al. (2007) and Zahran et al. (2016), the present thesis confirms that the UAE has successfully adopted a course towards modernization and improvement of the current leadership and managerial approaches in line with its ambitious economic and social goals. Multiple evidence has been collected during the course of the interviews suggesting that transformational leadership may be the most appropriate solution to accommodate various needs and work values of the UAE workforce. As pointed out by the respondents, the UAE academe and higher educational institutions were undergoing major changes including but not limited to: a growing number of younger employees occupying strategic top managerial positions, influence of expats (foreign workforce) on work and organizational culture of the UAE employees, overall Westernisation of the UAE society due to globalization processes. In line with these considerations, a number of respondents have voiced their opinion that transformational leadership may be the most appropriate leadership style not only to adopt the higher educational institutions to the current and upcoming changes but also actively facilitate and encourage such changes. More specifically, according to the conducted in-depth interviews, the UAE was in need to make its higher educational institutions, both public and private, more competitive which in turn would significantly improve overall quality of the offered services. Such findings are in line with the argument by Wills et al. (2011), who point out that transformational leaders serve as visionaries who can help organisations transition through challenging times and

achieve market positioning that will help them build competitive advantage that would be difficult or impossible to replicate by their competition.

The present research argues that more of the UAE higher educational institutions should adopt transformational leadership in order to facilitate positive changes ongoing within the sector. According to Hallinger (2005), transformational leadership has been affiliated with educational sector since the 1970`s. Huber and West (2002) point out that transformational leadership as a concept has evolved with a close focus and attention given to such issues as culture within a given organisation, commitment to continuous improvement, self-assessment, etc. According to the results of the study, an important notion to consider when managing diverse multigenerational teams is to ensure that the given organisation is fostering organisational culture that is based on acceptance, tolerance and mutual respect to each one of its employees. Transformational leadership within the educational sector, according to Leithwood (2007), is a necessary tool that can help foster such culture and eliminated the persisting rigid forms of leadership and management characterised by autocracy and hierarchy that according to the interviewed respondents, are no longer relevant to the modern cultural and economical context the UAE higher educational institutions are existing within. The present dissertation therefore argues for implementation of the following directions based on transformational leadership premises as discussed by Leithwood (2007):

- Building a shared vision together with the employees of an organization;

- Setting directions based on the developed shared vision as well as the accepted group goals and overall performance expectations;

- Ensuring employee development, involvement and engagement (e.g. through intellectual stimulation, growth and development opportunities, professional training);

- Fostering and empowering an organizational culture based on collaborative efforts among diverse team members (involves building fruitful collaborations among the

employees of a given organization, as well as encouraging productive and strong relationship of the employees with external and internal stakeholders such as students, their parents and wider audience – public and community);

- Ensuring appropriate staffing effort (e.g. through providing mentoring opportunities, facilitating effective knowledge exchange, ensuring employees have access to sufficient infrastructure and instructional support to achieve the established goals) (**Figure 23**).

The elements discussed by Leithwood (2007), will not only allow the UAE higher educational institutions to better prepare themselves for the ongoing and future structural and organizational changes, but will also help address a number of issues that have been discovered by the present dissertation within the Universities of Abu Dhabi and Zayed.

Visions
- involving employees into decision-making
- building a shared vision

Direction
- developing directions based on the vision
- establish group goals and KPI`s

Engage
- employee development
- intellectual stimulation, professional growth

Empower
- Culture concerned with diversity and employee empowerment

Develop
- Provide employees with opportunities for growth
- mentoring programs

Figure 23 The proposed strategy based on transformational leadership

More specifically, transformational leadership may help improve existing relationships between the representatives of different age cohorts (e.g. Millennials, Baby Boomers, Generation X-ers and Veterans), facilitate knowledge transfer, eliminate persisting negative stereotyping and address communicational issues. Such issues, for instance, can be partially

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addressed through adoption of mentoring programs, which in line with the premises of transformational leadership, may help develop and educate employees by teaching them about the importance of diverse workplace, multigenerational teams and overall communicated the formulated vision of the educational institution. As identified within the scope of the present study, mentoring and reverse mentoring may be the two rather effective approaches that can be adopted to enhance improved relationships between "younger" (Millennials and Generation X-ers) and "older" (Baby Boomers, Veterans) representatives of different age cohorts within the two of the studied UAE universities. As discussed within the scope of the Findings chapter, reverse mentoring may help older employees realise potential and strengths of younger employees and therefore improve their attitude towards younger workforce. More specifically, the discussed university could implement regular courses to improve overall technological literacy among the employees. As discovered by the present study, a number of managers employed within the Abu Dhabi and Zayed Universities shared that according to their experience, older employees often have difficulties with different computer related issues, including but not limited to information security. Allowing younger tech savvy employees from the IT department to train older staff to avoid and mitigate such threats could help connect the two different age cohort groups as well as decrease the risks associated with security breach and insider threat as discussed by Chaudhury and Ghosh (2012).
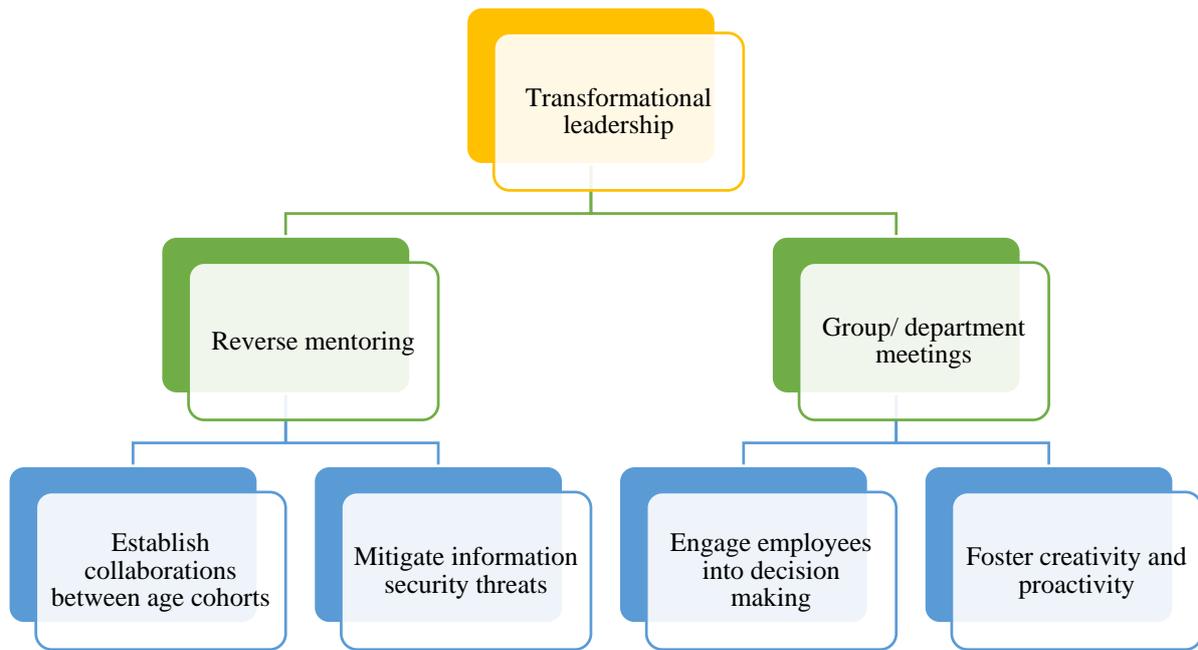
Figure 24 Practical solution to the identified multigenerational workforce related issues based on premises of transformational leadership

In addition to the issues discussed above the proposed approach would also help address the problem identified by the present dissertation as well as Tulgan (2004) and Murray (2010) – a growing number of younger employees occupying high rank positions within public and private institutions, and negative perception of this phenomenon by older staff. As discussed within the Findings chapter, older employees of the Universities of Zayed and Abu Dhabi often perceived younger staff as lacking discipline, loyalty and motivation to work, and therefore did not positively perceived emergence of young leaders among the university staff. Ling Lim (2012) argue that increasing number of Millennials and Generation X-ers occupying high and key rank positions is a global trend. Reverse mentoring, proposed within the scope of the present research would allow the younger employees demonstrate their worth and potential to the older staff, and thereby positively affect their relationships.

Another key theme discussed within the scope of the present thesis was the issue of intrapreneurship. More specifically, a number of managers have brought up the concept of intrapreneurship as a desired quality among the staff which could benefit the organization as a whole. While intrapreneurship has incorrectly been associated only with private sector, the

present study argues that developing intrapreneurship spirit among the Abu Dhabi and Zayed University employees, in line with premises of transformational leadership, would help enhance performance of the organisations and effectively engage representatives of different age cohorts into decision-making and innovation-focused processes. While according to Kernaghan (2003), fostering intrapreneurship spirit among the employees of an organization, is a challenging and rather complex staff, the present study argues that initial steps towards making the employees more innovative and creative could be achieved through implementation of regular group/ department meetings throughout all of the departments and colleges of the two UAE universities in focus. According to the results of the conducted interviews, while group/ department meetings did occur within the two studied universities they were not widespread and regular. The strength of such solution is that it would allow to encourage communication and engagement in the decision-making process by the different age cohorts, ensuring that needs and wants of each age group are addressed. During such meetings, each employee has an opportunity to express his/ her concerns and ideas. The meetings can also be used to communicate the vision of the university by its leaders and to engage the employees into the process of finding ways and opportunities to improve current performance in order to satisfy all of the key stakeholders involved – employees, management, students, their parents, community and public.

Litz (2011, p. 56) points out that "… the transformational leader is more concerned with the people that are carrying out tasks, on forging relationships and making deliberate efforts to win cooperation and commitment and on actively influencing the culture of the school so that it stimulates more collaboration, coherence, and more independent teaching and learning". Therefore, the proposed leadership approach is synergetic, as argued by Huber (2004), as it leads to creation and emergence of the new properties of employee-leader relationships based on their previous collaboration. Such an important property, as discussed above, could be

improved relationships between multigenerational teams in the higher educational institutions, initiative and intrapreneurship.

An alternative approach, suggested by the analysis of relevant scholarly literature and findings of the present thesis, is distributed and participative forms of leadership (Huber, 2004). The discussed approach is more concerned with developing new communities of leaders that can take over the challenging tasks within the nearest future (Wils et al., 2011). Within the context of the UAE higher educational institutions these types of leadership are appropriate and relevant because they could help prepare younger staff (e.g. Millennials and Generation X-ers) for their future role as heads of the departments, colleges or the respected universities. The strength of such approach within the context of the discussed topic is that it is an effective tool to engage and involve different age cohorts of employees into the dialogue, communication and decision-making. Although not concerned with a big vision (Wils et al., 2011), such approach would improve intragenerational relations by making all of the representatives of the age cohorts heard and actively involved into the key decisions of their organization.

5.4.4. A framework to benefit from local and foreign professionals

Macpherson et al. (2008) argues for the unique context of the UAE educational system. This uniqueness as pointed out before, stems from the major process of change occurring within the UAE education and economic and social life in general. Therefore, the complex situation calls for the development of an effective framework/ intervention that could help the Emirates navigate through the process of change more effectively. While developing such a framework, the UAE has to consider the following factors: (1) problems identified within the current multigenerational workforce; (2) problems identified within the level of quality and preparedness of the country`s educational institutions` graduates (Wils et al., 2011; Whiteoak et al., 2006), and (3) importance and value of the foreign expats for the continuous development and growth of the educational sector within the country. As argued by Macpherson et al. (2008),

an example of the Canadian universities should be used as a reference point when developing such frameworks. More specifically, the UAE universities should develop a leadership approach which would allow to satisfy expectations and meet the needs of its local staff as well as opportunities to grow and develop offered by recruitment of foreign expats, both from within and outside of the region. The researchers argue that developing such complex leadership framework capable of accounting for the local cultural context is a highly challenging task (Macpherson et al., 2008).

The present study argues for the importance of a few integral elements of the future framework. When focusing on the importance of local culture and the UAE professionals, the universities of Zayed and Abu Dhabi, as well as other important higher educational establishments within the Emirates should adopt the following pivotal steps:

- The universities should dedicate their effort into engaging a vast number of local industry professionals into the process of not only improving their current professional expertise, but also becoming effective managers and leaders;

- Enable current leaders create organisations where local organizational cultures based on learning and professional growth, via taking advantage of the unique resource offered by the UAE multigenerational workforce;

- Ensure to preserve local culture and work relationships while also benefiting from foreign expertise.

Recruitment of the foreign workforce within the context of the UAE educational institution is an ongoing process, which is highly important for the UAE to move forward and provide the country with the necessary young professionals who can foster its continuous economic growth and contribute innovation and creativity to further diversify the Emirates economy. Therefore, in line with the findings of the present research, the Emirates should draw on foreign workforce as a source of competitive advantage by recruiting diverse staff. This diversity can stem not

only from gender or ethnic origin, as well as international professional expertise but also from belonging to different age cohorts.

5.4.5. Sustainable educational leadership

As argued by Lambert (2002), when developing an educational leadership approach, it is pivotal to ensure its sustainability across departments, units or periods of time. Sustainability in relation to educational leadership means that a given organisation possess a culture of leaders that is self-sustaining (Robinson et al., 2008; Maden, 2001; Kooij, Bal & Kanfer, 2014). Sustainable educational institution is the one providing educational services and learning that lasts, is capable of effectively engaging students, employees and provides them with intellectual stimulation. Sustainable leadership is also grounded on the premises of self-assessment and self-improvement as two integrated continuous processes. Glickman (2002) argues that the key responsibility of any educational leader is to ensure the process of learning is sustained. The present research agrees that this is the key strategic goal of both of the studied universities, which can be achieved via stimulation and engagement of the universities` staff and taking full advantage of its human resource that at the moment is not fully integrated into the institutions' strategies.

In relation to sustainable leadership Spillane et al. (2001) discuss the issue of preparing new leaders and leaving a lasting legacy within a given educational institution. According to Robinson et al. (2008), sustainable leadership is the one that is shared with others. Such approach towards leadership, based on employee involvement, has been already been discussed within the present study. In addition to that, as argued by Robinson et al. (2008), universities such as University of Zayed and Abu Dhabi should prepare for succession events. The latter have to be thoroughly planned and prepared for in advance. The key goal for the discussed universities, and educational institutions in the UAE in general, is to focus on training and preparing of the new leaders that will be able to ensure smooth transfer of knowledge and

various tasks. As discussed within the present thesis, this problem is closely intertwined with the issue of multigenerational workforce. Current UAE educational leaders have to prepare younger generations for the process of succession, and ensure that these generations` skills and competencies are up-to-date with the current needs and demands of the modern job market. Knowledge-sharing and wider engagement of employees into the process of decision-making, are some of the key issues that have to be considered when developing effective principles of sustainable leadership. Developing and implementing organisational culture which is based on collaboration, team spirit and free exchange of ideas along with empowerment of younger generations are some for the pivotal steps to be taken by the current leadership of the Universities of Zayed and Abu Dhabi. Implementation of such principles will allow to establish a culture of sustainable leadership, where current leaders constantly prepare and train their successors, thus ensuring continuity of knowledge- and experience-exchange within a given higher educational institution.

In addition to the points discussed above, Zhang and Bartol (2010) bring up the concept of creativity and innovation in relation to sustainable leadership practices. According to the researchers, modern environment can be best described as highly turbulent and unpredictable with increased and toughened competition between companies, organisations and higher educational institutions (Zhang & Bartol, 2010). Therefore in order to stay competitive and sustain their competitiveness, leaders within educational organisations have to ensure that their employees have to be creative (Shalley & Gilson, 2004). Shalley and Gilson (2004) provide evidence concerning employee creativity bringing increased performance to an organisation via innovation and better approach to problem solving. However, Zhang and Bartol (2010) make a point that although creativity plays an important role for the organisation`s survivial and performance, it may not originate on its own, but instead should be fostered and promoted by the managers within the organisation. And it is a task of a modern leader to oversee the

importance of creativity as well as strategic approach towards fostering it (Zhang & Bartol, 2010).

Within the context of the present study, it has been identified that all of the studied generations (Millennials, Generation X-ers and Baby Boomers) regard the dimension of creativity as one of the most valuable from the work value inventory they have been offered. Moreover, statistical analysis of the collected data has suggested that there are in fact no intra-generational differences in how employees of the Universities of Abu Dhabi and Zayed perceive the importance of creativity in relation to their work duties. The conducted interviews have identified a problem existing within the studied universities – according to the respondents, the universities do little or nothing to encourage and develop creative thinking among its staff. According to the argument by Zhang and Bartol (2010) such leadership approach is detrimental and harmful to the performance of an organisation in both short- and long-term perspectives. The present report, therefore, argues that leadership of the discussed universities have to develop managerial programs to educate and train managers in promoting and fostering innovative and creative thinking among the universities` multigenerational staff. The reason for choosing managers as the key target of such approach can be explained by the argument provided by Shalley and Gilson (2004), who point out that it is the direct supervisors and managers who can actually determine which jobs/ employees may positively affect organisational performance through adding creativity to their work duties. According to Amabile et al. (2004), modern leaders trying to actively promote environment fostering creativity should focus on empowering their employees. Empowering, in this case, can be best understood as an attempt to enhance employees` motivation to be more creative, innovative and independent in their work via a number of HR-related interventions, ranging from seminars, think-tanks and group discussions (Kirkman & Rosen, 1999; Amabile et al., 2004).

The present research argues that the UAE educational leaders have to empower their employees, due to the fact that psychological influences have bene demonstrated to positively affect intrinsic motivation, which in turn according to Amabile (1996), has a positive effect on development of creative thinking. At the same time, while the connection between empowerment and creativity has been established, it is relatively difficult to design interventions that would allow representatives of different age cohorts, occupying various positions develop creative thinking in relation to their daily duties. Intrinsic motivation, as discussed further in more detail within the section **5.3.5 Employee motivation** of the present thesis, has been discussed as an important precursor to creativity and innovation (Amabile, 1998). In relation to the specific leadership recommendations, the present thesis suggests that intrinsic motivation aiming to increase level of creativity among the UAE higher educational employees should be conducted via communication of importance of individual impact to the organisation's performance. The present thesis has demonstrated that lack of proper communication and employee engagement creates a number of tensions among different age cohorts. Therefore, in order to eliminate such problems and additionally – foster creativity, the UAE leadership and management have to communicate strategic plans and missions to their employees, and stress that each employee is a valuable asset capable of helping a given institution excel it current operations. However, as pointed out by Zhang and Bartol (2010), although psychological empowerment helps enhance creativity, the key prerequisits for creative thinking and performance are (1) being engaged in creative processes, and (2) understand concept of creativity and practical approaches to increase it.

The present thesis argues that although not each and every employee within the studied organisations can participate in a creative process, most of the interviewed managers and teams they have been supervising, could apply creative problem-solving to perform their tasks more effectively or even create new pipelines. The present thesis therefore recommends a number of

practical approaches to engage all the different age cohorts into creativity-related tasks. Based on the results of the work value analysis, the present research argues that younger employees can be empowered to demonstrate and develop creativity via participating in processes that can enhance their professional development, due to their overall concern with job security and future employability. Zhang and Bartol (2010) advocate for the importance of creative process engagement, which is defined as "… employee involvement in creativity-relevant methods or processes, including (1) problem identification, (2) information searching and encoding, and (3) idea and alternative generation" and note that "… creativity can be used to describe both an outcome and a process" (p. 108).

The following mechanisms and interventions are recommended for the UAE universities leaders to facilitate creativity among its employees: highlighting the significance of one`s work, ensuring employee engagement and participation in the process of decision-making, removing any existent bureaucratic constraints and expressing confidence that the employee`s performance will be excellent. According to Ahearne et al. (2005), empowering employees through the discussed set of approaches positively affects creativity. For instance, when employees participate in the process of decision-making and experience themselves as possessing a certain degree of autonomy enabling creative thinking, there is a higher chance for creative outcomes within their specific job function (Amabile et al., 2005). Therefore in combination with empowerment, the employees should also experience delegation and freedom to make their own decisions. Ensuring that employees have more autonomy and freedom to make their own decisions and work related choices, may also positively affect motivation and job satisfaction of the younger UAE employees (e.g. Millennials), who according to the results of the present study perceive the dimension of independence as a highly valuable one. Bass (1985) points out that in order to enhance creativity within a given environment, leaders have to use a combination of empowering and authority delegation, as

well as allow their employees to make and implement some of their decisions without direct supervision or control of their supervisors or managers. Zhang and Bartol (2010, p. 109) point out: "Given the nature of creativity, such delegation helps establish a work context wherein an employee is encouraged and empowered to explore diverse creative alternatives before (perhaps) settling on a viable creative solution". However, it is important to point out that various empowerment initiatives are prone to failures due to the fact that some organisations often implement one-solution-fits-all approach, which does not allow to consider and take into account various values and capabilities of workforce, particularly – multigenerational (Forrester, 2000). Moreover, Forrester (2000) points out that in order to make this transformational process effective, leaders have to carefully instruct and train managers to critically distinguish between whom they can and should empower and delegate creative tasks to, along with a significant degree of autonomy. Such judgment is also highly necessary in regard to the issue of leader succession and sustainable leadership discussed above. Careful approach and consideration of the most suitable and initiative candidates will not only allow to identify potentially the most creative employees, but also – identify potential future leaders of the UAE higher educational institutions. Leana (1986) argues that managers can often successfully differentiate among their subordinates to determine their capabilities and creativity and leadership potentials. When discussing psychological empowerment within the context of the UAE universities, it is important to stress that the leaders should dedicate more time and effort to communicating value and importance of their work to their employees. This has been demonstrated to benefit organisations, via providing employees with more understanding of their role and importance for a given organisation, and relating their own responsibilities and job goals to the strategic goals of an organisation.

5.4.6. Employee motivation

An interesting finding has emerged within the scope of the current research concerned possible sources of inspiration and motivation among the academe workforce. Within the context of the University of Zayed, when asked about possible differences in motivation for workforce belonging to different age cohorts, some of the interviewed managers have pointed out that the academe is a very special context, when compared with for instance private business organisations. More specifically, according to the Respondent 14, research and teaching fields attract a specific type of individuals who are motivated by the urge to research and discover, contributing to the existing body of knowledge.

To our knowledge no such finding has been discussed in the context of multigenerational workforce in the Arab countries, however it has an important practical application. Maden (2001) discuss two key sources of motivation for the employees: extrinsic and intrinsic. Extrinsic motivation, although often providing short-term positive effects on employee performance have been associated with a number of negative affects on individual performance in the long run (Maden, 2001; Robinson et al., 2008). On the other hand, intrinsic motivation, coming from within and stemming from the feeling of achievement and recognition of one`s high performance, is often associated with long-lasting progress and continuous strive for self-improvement. In addition to that, within the context of the UAE higher educational institutions, it can be suggested that leadership focus on intrinsic motivation of the institutions' managers can help them improve without adding extra spending into the University`s budget, which have already been discussed and criticized for over-spending (Robinson et al., 2008). The present research argues that although both studied universities should develop complex and detailed strategies to motivate its workforce based on their values and belonging to different age cohorts, the key principle applied to all of the employees from education and research field should be based on facilitating intrinsic sources of motivation.

5.5. Implications

The present study has a number of practical implications within the area of leadership within the UAE educational institutions. First of all, due to the fact that the present research has identified the existence of significant differences between work related values of representatives of the three studied generations (Millennials, Generation X-ers and Baby Boomers), it can be suggested that the leaders and managers of the studied universities (Zayed University and Abu Dhabi University) should consider applying differential approaches when rewarding, encouraging and motivating their diverse workforce, as the respectful institutions would highly benefit from the increased performance that may result from such interactions. First of all, it is suggested that the management and leadership of the respected universities should consider social and economic factors and trends taking place in the UAE. One such factor that has been commonly discussed within the scope of the present research was a relatively high unemployment rate among the UAE youth. The researchers argue that the problem will not be solved within a short period of time as it has a number of deep routes that make quick fixes difficult or impossible. One such obstacle are relatively high levels of income in the UAE, and high level of availability of cheap foreign labour. The combination of these factors results in a situation in which younger professionals may not be able to compete for the job openings with their foreign colleagues. In addition to that, as it has been argued by Lambert (2002), within the scope of different private organisations, the UAE leadership and management finds utilization of foreign expertise and professional experience highly beneficial. This is especially true for the industry sector which has been the focus of the present study – educational sector. For instance, currently the University of Abu Dhabi is actively expanding and hiring new foreign staff to be appointed to the multiple research and teaching positions within the institution (Lambert, 2002). Although such trend positively impacts evolution, development and international recognition and attractiveness of the University of

Abu Dhabi, it also creates some major internal problems for the country. One such problem is the fact that in order to occupy similar positions, the UAE young professional have to compete with experienced local, and highly valued international English-speaking staff. As discussed in a section below, the University of Zayed has been criticized for releasing graduates that cannot secure teaching positions within the UAE educational institutions (both higher, middle and primary). The discussed situation (e.g. universities hiring foreign staff and other universities not providing sufficient training for local professionals) aggravates the problem of youth unemployment in the UAE. Therefore, the present research reveals an issue facing a specific age cohort – Millennials – and their work-related values within the context of the UAE academe.

The research also provides evidence concerning major division between two generations currently actively working side by side in the UAE – Millennials and Baby Boomers. According to the obtained results, Millennials are influenced by a number of trends, westernationalisation being the key one, and along with some major economic instability, can be viewed as a potentially most vulnerable employee group. Therefore, based on the obtained information concerning which values are most important to this group, and motivational factors affecting their work, effective professional development programs can be designed to help foster Millennial talent in the UAE.

5.6. Recommendations for future research

The present research argues that although the problem of multigenerational workforce receives sufficient attention within scholarly research in the Western world, the discussed problem is commonly neglected within the context of Arabic countries in general, and the UAE in particular. During the course of the conducted semi-structured interviews each of the study participants have been asked a question regarding whether they think managerial and leadership approaches towards multigenerational workforce differ in the UAE and abroad.

Interestingly most of the respondents explicitly said that yes, in their opinion, the approaches towards managing multigenerational workforce differ within the two discussed contexts. However, almost neither one of the interviewed respondents was able to clarify how specifically these approaches differed in the UAE and in European countries or the US, or Canada. In addition to that, most of the interviewed employees of the Abu Dhabi and Zayed universities believed that the problem of multigenerational workforce received much less attention in the UAE when compared to Western world. The latter conclusion is rather surprising given that the majority of the interviewees failed to describe and explain specific differences existing in how multigenerational workforce problem is handled within their institution and abroad. The researcher would assume, that having little knowledge about specific interventions the respondents must restrain from comparing two different systems. Despite that, most of the individuals clearly voiced their opinion that the discussed system of management and leadership may be better in the Western countries. The discussed finding indicates (at least indirectly) existence of certain negative perceptions of how the UAE higher educational institutional employees view strategic management and leadership approach towards the problem of multigenerational workforce in their universities.

Such negative perceptions, as argued by Wils et al. (2011), can lead to decreased employee motivation and performance by employees of an organization. The key stakeholders of the present study are managers from the Zayed and Abu Dhabi Universities who may use the findings of the present thesis to critically assess and improve the identified issues and problems within their respective institutions. The negative perceptions of the managerial and leadership approach towards multigenerational workforce, discussed above, may be one of such important issues to assess within the scope of future research. Future research, for instance, could help identify origin of such negative perceptions and therefore can help create interventions to eliminate negative perceptions and attitudes among the staff of the studied universities. At the

same time, it is important to acknowledge that the present study has focused only on two of the UAE higher educational institutions, therefore it is not clear whether such negative stereotyping exists in relation to the country`s other institutions as well. In order to verify that, the present study argues, that a follow-up research may help understand whether an encountered negative perception of the institutional solutions towards managing and leading multigenerational workforce are a specific characteristic of the UAE context or they occur only within the two studied universities and are an exception rather than a general rule.

Another important concern of the present study is the relation between the alleged misconduct within one of the studied universities – the University of Zayed, and its possible relation to the identified negative perceptions among the universities employees. Since 2010 the University was placed under official scrutiny by the Federal National Council of the UAE, who stated that the management of the university was not capable to timely pay some of the university's utilities (e.g. electricity). Moreover, the university management has also received sharp criticism in relation to some of its educational programs. For instance, according to the report by the Federal National Council of the UAE, none of the 110 future teachers who have graduated from the University of Zayed during the period of 2010 and 2012 received job placement by the Abu Dhabi Education Council. The reason for such a low rate of teacher employment by the Abu Dhabi Education Council, allegedly was poor quality of teaching and professional skills obtained by the University of Zayed graduates (Michelli et al., 2016). In addition to that, the University has gained negative publicity due to expressed doubts of its transparency, academic integrity as well as accusations of plagiarism. A major change/ shift among the top management of the university has occurred between 2010 and 2013, and new managers were publicly criticized for their apparent lack of international experience of managing a higher educational institution, as well as overall weak professional credentials (Michelli et al., 2016). Finally, the University of Zayed has been accused of unfair and

discriminatory remuneration policies adopted within the institution towards local and foreign staff. While the UAE nationals have received up to 28% awards per month in 2008, foreign university staff was paid only 5%. This issue became widely discussed in the UAE, however no official explanations or public statements have been released by the university to settle the situation (Michelli et al., 2016).

The present study has chosen two unique educational institutions that may not be entirely representative of the UAE educational system. The University of Abu Dhabi is fast growing and expanding educational institution with a relatively high percentage of foreign staff actively recruited by the university management to facilitated knowledge exchange and adoption of the Western academe standards of education within the context of the UAE. The present study hypothesis that such exposure to contact and communication with foreign staff may also somehow influence perceptions of the local academe employees concerning the problem of multigenerational workforce and leadership solutions and interventions to address it.

Another opportunity for further research concerns investigation of the current research topic (multigenerational workforce and leadership solutions to managing it) in the UAE however within a different industry context. The present dissertation has only been focused on one particular industry – educational. More specifically, the study was dedicated to the investigation of multigenerational workforce values and leadership approaches within the two chosen universities. Therefore, it can be argued that the results obtained within the present study cannot be extrapolated on educational sector as a whole in the UAE, but only on higher educational institutions in the country. Therefore, the researcher argues that in order to improve understanding of multigenerational workforce value systems in the UAE it is important to conduct further empirical studies of (1) other educational institutions (e.g. schools and colleges), and (2) other industries. Such studies would help avoid biases caused by specificities encountered within higher educational institutions. As pointed out by many of the study

participants, the higher educational institutional environment is characterized by tight collaborations among individuals of different ages throughout their career.

Finally, the present research although collecting multiple indirect evidence concerning leadership styles adopted within two of the studied educational institutions – Abu Dhabi University and University of Zayed, did not specifically attempt to reconstruct and characterize leadership approaches of the UAE universities. It may therefore be highly beneficial and valuable to conduct a study that would characterize and identify which of the discussed leadership styles are actually adopted in the UAE higher educational institutions and whether these leadership styles match the existing needs of the UAE diverse multigenerational workforce. Moreover, the University of Abu Dhabi, as it has been discovered within the present dissertation, provides a unique environment where foreign and local representatives of different generations work side by side. Therefore, a follow up study could attempt to contrast and compare the work values of these two groups of employees within the UAE cultural context. As it has been discussed previously, the present study has identified some unique characteristics of work related values of the UAE workforce that differ from what is known about Western employees (Michelli et al., 2016; Wils et al., 2011). Therefore the discussed research design could help better understand the origin of such discrepancy and determine whether the difference is caused by the differences in the adopted research methodologies and setups or are indeed caused by cultural contexts. At the time point when the research study was conducting, the University of Abu Dhabi has been actively recruiting foreign staff and expanding its list of Colleges, therefore a growing population of foreign expats was available to be surveyed and interviewed.

Finally, a number of methodological limitations relevant to the scope of the present study have suggested the need for future follow-up research on the chosen topic. For instance, the present thesis, particularly its qualitative part has been based on perceptions of the managers employed

by the Universities of Zayed and Abu Dhabi. These perceptions concerned how they perceive and view multigenerational workforce, what are the possible advantages of multigenerational workforce, which leadership styles and approaches are most effective when dealing with issues related to multigenerational workforce, etc. All of the answers to the list of interview questions were based on how the 30 chosen study respondents *perceive* multigenerational workforce, as opposed to the actual *experiences*. Therefore, such answers and any answers that are based on perceptions of the individuals, as argued by Saunders, Lewis and Thornhill (2009) are prone to subjectivity and high level of bias. Therefore, the researcher argues that a follow-up study is necessary which would address this problem by actually evaluating the experiences of different managers when dealing with the diverse workforce. When discussing the issue of bias and subjectivity, as a limitation stemming from the adopted methodology, the researcher should also acknowledge the possible interviewer effect. Dykema et al. (1997) have been discussing the importance of reflexivity in relation to the possible so-called interviewer effect, which is a common phenomenon encountered within the scope of the qualitative or mixed-method research. According to Mangione et al. (1992), the interviewers may adopt various strategies and behaviours during the course of the interview, which help them retrieve valuable information from their interviewees. While helping to more effectively probe for valuable data, such behaviours may also directly and indirectly affect the responses provided by the interviewee during the course of the conversation. Therefore, in line with this consideration, Easterby-Smith et al. (2002), point out that the researcher should consider the importance of questioning and verifying the obtained data from the standpoint of how the discussed interviewer effect may have altered it. The researcher argues that it was practically impossible mitigate the interviewer effect during the course of the present study. For instance, a number of the respondents were reluctant to provide detailed answers and the researcher had to demonstrate his interest by saying "….mmmmmm", and "very interesting" and demonstrating

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his interest in the conversation. However these clues and signs may have also made the respondent think that a specific answer was expected from them (Easterby-Smith et al., 2002). Therefore, the present study suggests that a follow-up study focusing on mitigation of the interviewer effect would be beneficial to ensure that the obtained data was not biased or affected by the interviewer. One way to avoid such bias would be to apply a quantitative methodology based on the points of information and body of knowledge accumulated within the present research.

5.7. Concluding note

The present dissertation concludes that the topic of multigenerational workforce and leadership approaches appropriate to address the differences in values, beliefs and attitudes existing between the representatives of this diverse workforce, are important areas of research that are in need of further exploration. While the researchers generally agree about possible opportunities and challenges arising from employing Millennials, Generation X-ers, Baby Boomers and Veterans all at once (Cogin, 2012; Wills et al., 2011), there is a limited number of empirical studies that explore the outlined issues within a specific cultural context. The UAE is an example of such context, which according to the results of the present dissertation influences work-related values of the multigenerational workforce as well as leadership approaches adopted to lead it. The present researched focused solely on one industry – higher education – because it has an important implication on the future direction of the UAE economical development and country`s future as a whole. Currently, the UAE is undergoing a major change associated with a number of structural and institutional shifts directed at achieving a strategic goal – building a knowledge-based society and diversifying the country`s economy (Michelli et al., 2016). Educational institutions, according to Whiteoak et al. (2006), serve as a key domain that would allow to successfully implement the planned changes and go beyond oil-dependent economy by providing competent employees and future leaders.

However, as pointed out by Michelli et al. (2016), a number of optimization measures would be necessary to achieve that goal, mainly concerning improvement of the UAE higher educational institutions. Any major change required for such improvement depends on the university`s leadership. Multigenerational workforce is an important strategic resource which can be a source of competitive advantage if managed and led properly (Wills et al., 2011).

The present research has provided valuable insight concerning how widespread and important multigenerational workforce is within the context of the UAE higher educational system. It has further been demonstrated that currently, the university leadership is not reaching workforce`s full potential due to utilization of leadership approaches incapable to satisfy needs and wants of Millennials, Generation X-ers and Baby Boomers. Moreover, the study has demonstrated that the problem of multigenerational workforce in general and within the educational context in particular has been widely ignored within the UAE. Furthermore, the study shows that the UAE has a unique cultural context which calls for development and adoption of unique leadership interventions which are tailored specifically to current cultural, social and economic environment of the country. Finally, the study makes a number of practical recommendations which can be implemented and utilized within modern UAE higher educational institutions to improve performance and relationships of multigenerational workforce and positively contribute to the goal established by the UAE – transfer towards a knowledge-based economy.

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Appendix 1: WORK VALUE INVENTORY

My name is *Lolowa AlMarzooqi* I am a student at British University in Dubai I would be very grateful if you would answer some questions about your experience with X Institution. I am collecting these data as a part of my project, which aims to find out how managing a multi-generational workforce creates implications associated with age such as value systems, motivation, and affiliation at work. Does age impact how people work together and if so, how?

All answers will be treated anonymously and confidentially, and will be only used for research purposes.

Thank you very much for your participation.

Demographic Questions

Gender		
	☐	Male
	☐	Female
Age Group		
	☐	18-30
	☐	31-40
	☐	41-50
	☐	51-65
	☐	Above 65
Marital Status		
	☐	Single
	☐	Married
	☐	Other
Level of Education		
	☐	High school
	☐	Vocational school
	☐	University
	☐	Graduate school (masters and above)
How long have you worked at Institution X?		
	☐	Less than a year
	☐	1-5 years
	☐	6-10 years
	☐	10 years +
What is your job title at X University?		
	☐	Management (_____)
	☐	Faculty (_____)
	☐	Staff (_____)

Work Value Inventory - (Appendix 1, a)

The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. They are not at all considered equally important; some are very important to some people but little importance to others. Read each statement carefully and indicate important it is to you.

	Work in which you:	Unimportant	Little Important	Moderately Important	Important	Very Important
		1	2	3	4	5
1.	have to keep solving problems	☐	☐	☐	☐	☐
2.	help others	☐	☐	☐	☐	☐
3.	can get a raise	☐	☐	☐	☐	☐
4.	look forward to changes in your job	☐	☐	☐	☐	☐
5.	have freedom in your area	☐	☐	☐	☐	☐
6.	gain prestige in your field	☐	☐	☐	☐	☐
7.	need to have artistic ability	☐	☐	☐	☐	☐
8.	are one of the gang	☐	☐	☐	☐	☐
9.	know your job will last	☐	☐	☐	☐	☐
10.	can be the kind of person you would like to be	☐	☐	☐	☐	☐
11.	have a boss who gives you a fair deal	☐	☐	☐	☐	☐
12.	like the setting in which your work is done	☐	☐	☐	☐	☐
13.	get the feeling of having done a good day's work	☐	☐	☐	☐	☐
14.	have the authority over others	☐	☐	☐	☐	☐
15.	try out new ideas and suggestions	☐	☐	☐	☐	☐
16.	create something new	☐	☐	☐	☐	☐
17.	know by the results when you've done a good job	☐	☐	☐	☐	☐
18.	have a boss who is reasonable	☐	☐	☐	☐	☐
19.	are sure of always having a job	☐	☐	☐	☐	☐
20.	add beauty to the world	☐	☐	☐	☐	☐
21.	make your own decisions	☐	☐	☐	☐	☐
22.	have pay increases that keep up with the cost of living	☐	☐	☐	☐	☐
23.	are mentally challenged	☐	☐	☐	☐	☐
24.	use leadership abilities	☐	☐	☐	☐	☐
25.	have adequate lounge, toilet and other facilities	☐	☐	☐	☐	☐
26.	have a way of life, while not on the job, that you like	☐	☐	☐	☐	☐
27.	for friendships with your fellow employees	☐	☐	☐	☐	☐
28.	know that others consider your work important	☐	☐	☐	☐	☐
29.	do not do the same thing all the time	☐	☐	☐	☐	☐
30.	feel you have helped another person	☐	☐	☐	☐	☐
31.	add to the well-being of the other people	☐	☐	☐	☐	☐

32.	do many different things	☐	☐	☐	☐	☐
33.	are looked up to by others	☐	☐	☐	☐	☐
34.	have good connections with fellow workers	☐	☐	☐	☐	☐
35.	lead the kind of life you most enjoy	☐	☐	☐	☐	☐
36.	have a good place in which to work (quiet, calm, etc.)	☐	☐	☐	☐	☐
37.	plan and organize the work of others	☐	☐	☐	☐	☐
38.	need to be mentally alert	☐	☐	☐	☐	☐
39.	are paid enough to live very well	☐	☐	☐	☐	☐
40.	are your own boss	☐	☐	☐	☐	☐
41.	make attractive products	☐	☐	☐	☐	☐
42.	are sure of another job in the company if your present job ends	☐	☐	☐	☐	☐
43.	have a supervisor who is considerate	☐	☐	☐	☐	☐
44.	see the result of your efforts	☐	☐	☐	☐	☐
45.	contribute new ideas	☐	☐	☐	☐	☐

Work Value Inventory - (Appendix 1, b)

The statements below indicate values that may be relevant to different employees. Please read the statements carefully and indicate how relevant the discussed values are to you using the scale from 1 to 5, where 1 indicates unimportant, 2 – of little importance, 3 – moderately important and 5 – very important.

	Work in which you:	Unimportant	Little Important	Moderately Important	Important	Very Important
		1	2	3	4	5
1.	I have to keep solving problems	☐	☐	☐	☐	☐
2.	I can help others	☐	☐	☐	☐	☐
3.	can get a raise	☐	☐	☐	☐	☐
4.	look forward to changes in my job	☐	☐	☐	☐	☐
5.	have freedom in doing my responsibilities	☐	☐	☐	☐	☐
6.	gain prestige in my field	☐	☐	☐	☐	☐
7.	need to have artistic ability	☐	☐	☐	☐	☐
8.	are one of the gang	☐	☐	☐	☐	☐
9.	know my job will last	☐	☐	☐	☐	☐
10.	can be the kind of person you would like to be	☐	☐	☐	☐	☐
11.	have a boss who gives you a fair deal	☐	☐	☐	☐	☐
12.	like the setting in which my work is done	☐	☐	☐	☐	☐
13.	get the feeling of having done a good day's work	☐	☐	☐	☐	☐
14.	have the authority over others	☐	☐	☐	☐	☐
15.	try out new ideas and suggestions	☐	☐	☐	☐	☐
16.	create something new	☐	☐	☐	☐	☐
17.	know by the results when you've done a good job	☐	☐	☐	☐	☐
18.	have a boss who is reasonable	☐	☐	☐	☐	☐
19.	are sure of always having a job	☐	☐	☐	☐	☐
20.	add beauty to the world	☐	☐	☐	☐	☐
21.	make my own decisions	☐	☐	☐	☐	☐
22.	have pay increases that keep up with the cost of living	☐	☐	☐	☐	☐
23.	are mentally challenged	☐	☐	☐	☐	☐
24.	use leadership abilities	☐	☐	☐	☐	☐
25.	have adequate lounge, toilet and other facilities	☐	☐	☐	☐	☐
26.	have a way of life, while not on the job, that you like	☐	☐	☐	☐	☐
27.	good relationships with my fellow employees	☐	☐	☐	☐	☐
28.	know that others consider my work important	☐	☐	☐	☐	☐
29.	do not do the same thing all the time	☐	☐	☐	☐	☐
30.	feel you have helped another person	☐	☐	☐	☐	☐
31.	add to the well-being of the other people	☐	☐	☐	☐	☐
32.	do many different things at work	☐	☐	☐	☐	☐
33.	are looked up to by others	☐	☐	☐	☐	☐

34.	have good connections with fellow workers	☐	☐	☐	☐	☐
35.	lead the kind of life you most enjoy	☐	☐	☐	☐	☐
36.	have a good place in which to work (quiet, calm, etc.)	☐	☐	☐	☐	☐
37.	plan and organize the work of others	☐	☐	☐	☐	☐
38.	need to be mentally alert	☐	☐	☐	☐	☐
39.	are paid enough to live very well	☐	☐	☐	☐	☐
40.	are my own boss	☐	☐	☐	☐	☐
41.	make attractive products / services	☐	☐	☐	☐	☐
42.	are sure of another job in the company if my present job ends	☐	☐	☐	☐	☐
43.	have a supervisor who is considerate	☐	☐	☐	☐	☐
44.	see the result of my efforts	☐	☐	☐	☐	☐
45.	contribute new ideas	☐	☐	☐	☐	☐

Appendix 2. WORK VALUES INVENTORY RESULTS

SCORE		SCALE
15, 16, 46	**CREATIVITY:**	work which permit one to invent things, design new products or develop new ideas
14, 24, 37	**MANAGEMENT:**	Work which permit one to plan and lay out work for others
13, 17, 44	**ACHIEVEMENT:**	Work which gives one the feeling of accomplishment in doing a job well.
12, 25, 36	**SURROUNDINGS:**	Work which is carried out under pleasant condition – not too hot or too cold, noisy, dirty, etc.
11, 18, 43	**SUPERVISORY RELATIONSHIP:**	Work which carried out under a supervisor who is fair and with whom one can get along.
10, 26, 35	**WAY OF LIFE:**	Work that permit one to live the kind of life he/she chooses and to be the type of person he/she wishes to be.
9, 19, 42	**SECURITY:**	Work which provides one with the certainty of having a job even in hard times.
8, 27, 34	**ASSOCIATES:**	Work which brings one into contact with fellow workers whom you like.
7, 20, 41	**AESTHETIC:**	Work which permits one to make beautiful things and to contribute beauty to the world.
6, 28, 33	**PRESTIGE:**	Work which gives one standing on the eyes of others and evokes respect.
5, 21, 40	**INDEPENDENCE:**	Work which permits one to work in his/her own way, as fast or slow as he/she wishes.
4, 29, 32	**VARIETY:**	Work which provides an opportunity to do different types of tasks.
3, 22, 39	**ECONOMIC RETURN:**	Work which pays well and enables one to have the things he/she wants.
2, 30, 31	**ALTRUISM:**	Work which enables one to contribute to the welfare of others.
1, 23, 38	**INTELLECTUAL STIMULATION:**	Work which provides opportunity for independent thinking and for learning how and why things work.

SCORE TOTALS:

1 – 3 is Unimportant	10 – 12 is Important
4 – 6 is Of Little Importance	13 – 15 is Very Important
7 – 9 is Moderately Important	

Appendix 3. SEMI-STRUCTURED INTERVIEWS: PRELIMINARY QUESTIONS

1. Could you please tell about your professional experience of management?
———————————————————————————————————
———————————————————————————————————

2. How often have you been working with multigenerational teams? What was their composition (baby boomers, generation X, millennials)?
———————————————————————————————————
———————————————————————————————————

3. Could you please tell me what were the key advantages of working with multigenerational teams? What were some of the challenges you have encountered?
———————————————————————————————————
———————————————————————————————————

4. Do you think there are any differences in how different generations are motivated within the professional environment?
———————————————————————————————————
———————————————————————————————————

5. What, in your opinion are the best leadership solutions to manage multigenerational teams?
———————————————————————————————————
———————————————————————————————————

6. Which professional values would you personally describe as the most relevant to your career?
———————————————————————————————————
———————————————————————————————————

7. How do you perceive yourself as a representative of your generation within your team?
———————————————————————————————————
———————————————————————————————————

8. Do you think, the approach towards managing multigeneration workforce in the UAE differs from that in other countries, particularly the Western ones?
———————————————————————————————————
———————————————————————————————————

9. Do you personally consider standardization or customization as a possible approach to managing multigenerational workforce?
———————————————————————————————————
———————————————————————————————————

Appendix 4. NORMALITY ANALYSIS OF THE VALUE IMPORTANCE PERCEPTION DATA

	Mean	Std. Deviation	Skewness		Kurtosis		Normality
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error	
NEW_IDEAS	3.8320	1.06867	-.749	.109	.213	.218	0.97636383
CREATE_IDEAS	4.2460	1.06006	-1.041	.109	.098	.218	0.44882276
CONTRIB_IDEAS	3.9580	1.07263	-.386	.109	-.883	.218	1.05256405
AUTHOR	2.9180	.65432	.085	.109	5.173	.218	0.7281822
ORG	3.0540	.89481	-.511	.109	.782	.218	3.588772
PLAN_ORG	2.9280	1.09783	.216	.109	.169	.218	0.77318135
GOOD_FEEL	3.2100	.93790	.214	.109	.647	.218	2.96561747
RESULT_JOB	3.3020	.63214	1.040	.109	2.291	.218	0.5103929
RESULT_EFFORT	3.3120	.62244	1.167	.109	2.141	.218	9.82056504
WORK_SET	3.1880	.94787	.170	.109	.641	.218	2.94038324
FACIL	3.3140	.62625	1.173	.109	2.105	.218	0.65787282
QUIET	3.3080	.62443	1.154	.109	2.141	.218	9.82305059
FAIR_BOSS	3.0640	.89527	-.496	.109	.788	.218	3.61357359
FUN_JOB	3.2560	.67778	2.039	.109	2.889	.218	1.2503469
COMP_JOB	3.1500	.54045	2.622	.109	7.862	.218	1.0622394
GANG	3.0540	1.11065	.034	.109	-.105	.218	-0.48340081
FRIENDS	3.2140	.93271	.232	.109	.661	.218	3.03106243
CONNECT	3.3080	.62443	1.154	.109	2.141	.218	9.82305059
ARTISTIC	3.8320	1.06867	-.749	.109	.213	.218	0.97636383
BEAUTY	4.2500	1.05723	-1.054	.109	.140	.218	0.64010752
ATTR_PRODUCT	3.9640	1.07192	-.399	.109	-.870	.218	0.98954254
PRESTIGE	4.2460	1.06006	-1.041	.109	.098	.218	0.44882276
WORK_IMP	4.1500	1.01665	-.718	.109	-.493	.218	-1.26116835
LOOK_UP	4.2500	1.05723	-1.054	.109	.140	.218	0.64010752
FREEDOM	3.9640	1.07192	-.399	.109	-.870	.218	-3.98954254
OWN_DEC	3.3140	.62625	1.173	.109	2.105	.218	1.65787282
OWN_BOSS	3.1600	.54313	2.503	.109	7.273	.218	1.3601174
CHANGES	3.1380	1.13734	.031	.109	-.278	.218	-1.274426
VARIETY	3.1940	.94983	.168	.109	.628	.218	2.88219429

MANY_THING	3.2020	.93324	.212	.109	.679	.218	0.11471258
RAISE	3.1020	.91939	-.437	.109	.665	.218	0.04932375
COST_LIV	3.1520	.95221	-.336	.109	.556	.218	1.54914585
PAID_WELL	3.1540	.95504	-.312	.109	.505	.218	2.31727127
HELP	3.0920	1.10543	.041	.109	-.105	.218	-0.48006427
FEEL_HELP	3.2760	.97454	.233	.109	.288	.218	1.32124109
ADD_WEL	3.3720	.67121	1.034	.109	1.285	.218	5.89239544
PROBL	4.2480	1.05295	-1.057	.109	.173	.218	0.79557203
MENT_CHAL	3.9760	1.06287	-.435	.109	-.791	.218	-3.62955182
MENT_ALERT	3.3100	.62183	1.177	.109	2.173	.218	9.96975777
ALWAYS_JOB	3.2560	.67778	2.039	.109	2.889	.218	13.2503469
NEXT_JOB	3.1500	.54045	2.622	.109	7.862	.218	36.0622394

Appendix 5. DATA COLLECTION INSTRUMENT - SAMPLE OF SURVEY RESULT

What is your gender?

Options	Count	Percentage
Female	0	0.00%
Male	1	100.00%

What is your age?

Options	Count	Percentage
18 to 30	0	0.00%
31 to 40	1	100.00%
41 to 50	0	0.00%
51 to 65	0	0.00%
Above 65	0	0.00%

What is your marital status?

Options	Count	Percentage
Single	0	0.00%
Married	1	100.00%
Other	0	0.00%

What is the highest level of education you have completed?

Options	Count	Percentage
High school	0	0.00%
Vocational school	0	0.00%
Bachelor Degree	1	100.00%
Master Degree	0	0.00%
PhD Degree	0	0.00%
Other degree	0	0.00%

How long have you been in your current position?

Options	Count	Percentage
Less than a year	0	0.00%
1-5 years	0	0.00%
6-10 years	1	100.00%
+10 years	0	0.00%

What is your job title? please specify

Comment
Sr. Systems Administrator

Work in which you:

1. have to keep solving problems			2. help others		
Options	Count	Percentage	Options	Count	Percentage
Unimportant	0	0.00%	Unimportant	0	0.00%

Little Important	0	0.00%	Little Important	0	0.00%
Moderately Important	0	0.00%	Moderately Important	0	0.00%
Important	1	100.00%	Important	0	0.00%
Very Important	0	0.00%	Very Important	1	100.00%

3. can get a raise

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

4. look forward to changes in your job

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

5. have freedom in your area

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

6. gain prestige in your field

Options	Count	Percentage
Unimportant	1	100.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	0	0.00%

7. need to have artistic ability

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

8. are one of the gang

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

Work in which you: (continued)

9. know your job will last

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

10. can be the kind of person you would like to be

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

11. have a boss who gives you a fair deal

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

12. like the setting in which your work is done

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	1	100.00%
Important	0	0.00%
Very Important	0	0.00%

13. get the feeling of having done a good day's work

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

14. have the authority over others

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	1	100.00%
Important	0	0.00%
Very Important	0	0.00%

15. try out new ideas and suggestions

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

16. create something new

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

Work in which you: (continued)

17. know by the results when you've done a good job

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

18. have a boss who is reasonable

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

19. are sure of always having a job

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	1	100.00%
Important	0	0.00%
Very Important	0	0.00%

20. add beauty to the world

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

21. make your own decisions

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

22. have pay increases that keep up with the cost of living

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

23. are mentally challenged

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

24. use leadership abilities

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

Work in which you: (continued)

25. have adequate lounge, toilet and other facilities

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	1	100.00%
Important	0	0.00%
Very Important	0	0.00%

26. have a way of life, while not on the job, that you like

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

27. for friendships with your fellow employees

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	1	100.00%
Important	0	0.00%
Very Important	0	0.00%

28. know that others consider your work important

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	1	100.00%
Important	0	0.00%
Very Important	0	0.00%

29. do not do the same thing all the time

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

30. feel you have helped another person

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

31. add to the well-being of the other people

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

32. do many different things

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

Work in which you: (continued)

33. are looked up to by others

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	1	100.00%
Important	0	0.00%
Very Important	0	0.00%

34. have good connections with fellow workers

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

35. lead the kind of life you most enjoy

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

36. have a good place in which to work (quiet, calm, etc.)

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

37. plan and organize the work of others

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

38. need to be mentally alert

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

39. are paid enough to live very well

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

40. are your own boss

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	1	100.00%
Important	0	0.00%
Very Important	0	0.00%

Work in which you: (continued)

41. make attractive products

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	1	100.00%
Very Important	0	0.00%

42. are sure of another job in the company if your present job ends

Options	Count	Percentage
Unimportant	1	100.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	0	0.00%

43. have a supervisor who is considerate

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

44. see the result of your efforts

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

45. contribute new ideas

Options	Count	Percentage
Unimportant	0	0.00%
Little Important	0	0.00%
Moderately Important	0	0.00%
Important	0	0.00%
Very Important	1	100.00%

Name

Comment
███████

Organization

Comment
████████

City/Town

Comment
Abu Dhabi

Email Address

Comment
███████

Phone Number

Comment
████████

Appendix 6. DATA COLLECTION INSTRUMENT - SAMPLE OF INTERVIEW RESULT

1. Could you please tell about your professional experience of management?

I hold a Post Doc position here in the University of Abu Dhabi and I currently supervise the work of two PhD students. Also throughout the year I work with a number of Master students, and Bachelor students too. So how it works, I have my own topic of research which I work on, and my students also contribute to my research through their individual research projects. I am in my third year now.

2. How often have you been working with multigenerational teams? What was their composition (baby boomers, generation X, millennials)?

Well, my team is not really multigenerational as you can see. All of the students are millennials. No, my supervisor is a Baby Boomer.

Are there other people in your research group? Are they representatives of different age cohorts?

Yes, yes of course. We have a big group but it is difficult to say how big it is because the size and composition change all the time. Students finish their projects and leave, new students arrive. We also have quite some new faces among permanent staff. And yes, they are all from different generations here.

3. Could you please tell me what were the key advantages of working with multigenerational teams? What were some of the challenges you have encountered?

I think everywhere you go now there are very diverse teams of people. Different ethnic, professional backgrounds, different generations. More women employed. So when you are used to working with such multigenerational teams, it is easier for you to settle and get used to working in a new place. At least this is what I think.

To me it seems that our generation (*Millennials*) does not see the city or country where we were born as the only option to pursue education or career. We grow up with the thought that we can go and do whatever we want, and may parents even encourage their children to study outside of the UAE. Some young people decide that they want to work somewhere else too. Maybe that`s why there is more work-related mobility among younger generation. But many see it as a lack of loyalty…

4. Do you think there are any differences in how different generations are motivated within the professional environment?

I am not sure if motivation really depends on person's age and not on character and ambition. I think young people in general are more ambitious simply because they still have so much to prove and accomplish. Older people have already usually reached their position. But young people still have to climb their career ladder. So I would say that opportunities for career growth are very important. When I was choosing where to do my Post Doc research, I chose a group where I think I can also apply for a permanent position once I graduate. I have been moving a lot during my PhD, and now I want a place with some career options.

5. What, in your opinion are the best leadership solutions to manage multigenerational teams?

Communication is in the heart of effective management and leadership. Everything about it is important: what you communicate and how. We also have some issues and conflicts in our group, but our head of the group does a really good job communicating with us. So he always knows what is going on. He is involved into all of the issues that matter for the group. I find it a very good approach.

6. Which professional values would you personally describe as the most relevant to your career?

Hard work and creativity.

7. How do you perceive yourself as a representative of your generation within your team?

I think I represent values as an individual not as a representative of my generation.

8. Do you think, the approach towards managing multigeneration workforce in the UAE differs from that in other countries, particularly the Western ones?

We all know – the most important step in solving the problem is admitting that this problem actually exists. In my experience, and I have worked in three different institutions within the UAE educational system, is that the issue of multiple generations coexisting in one working environment and having their major differences is most of the time simply ignored. I call it a latent problem – it is there, but nobody talks about it or try to solve.

9. Do you personally consider standardization or customization as a possible approach to managing multigenerational workforce?

Can you please explain to me what both approaches stand for? In practical terms? I personally think that all individuals at work should be approached equally. I find inequality a much more important and burning issue than multigenerational workforce. So in my opinion, all employees regardless of their age should get the same attitude and treatment to ensure that they are motivated and happy with their job. On the other hand, this standardised approach still may be in the need of change. It is important to keep processes in the organisation up to date with the time we live in. this is what I personally find important.