

Strategies for Leadership Styles for Multi-Generational Workforce

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The workforce in the United States has been divided into four distinct groups, which are identified as generations. Each generation has developed a set of values and attitudes that are different from one another. Leaders in various organizational settings should understand these generational differences in order to be more effective in leading a multigenerational labor force. In this study, the authors reviewed literature related to this topic and examined each generation's characteristics, lifestyles, values, and attitudes. The conclusion from this study is that generational differences are legitimate diversity issues that organizations need to recognize and understand.

INTRODUCTION

The workforce in the United States (U.S.) is more diverse than ever. Generational diversity in the workplace has prompted professionals and scholars to debate how to lead organizations whose employees have vastly different generational experiences. Each of these generations is a cohort with similar values, attitudes, and beliefs, which can affect the way in which organizational leaders lead their employees. There is no question that there are real differences, misunderstandings, and other unfortunate tensions between and among employees that have been raised in different eras (DiRomualdo, 2006). As more generations join the workforce, it will continue to be a necessity for leaders to understand how to effectively lead these different generations (Yu, 2005). There is a need, therefore, for research in this area to examine each generation, and for leaders to leverage research findings and apply them in their organizations.

The literature available in the area of generational diversity in the workplace is minimal. However, there has been an increase in research to better understand intergenerational diversity in the workplace (Legas & Sims, 2011). It is the objective of this paper to explore the management dilemma that exists in the workplace and to enrich the literature in the area of leadership and multi-generational workforce interactions. Furthermore, the researchers of this paper aim to describe various leadership styles appropriate to each generation's characteristics and behavior, which leaders can utilize in their organizations. The literature review presented in this study was designed to illustrate the need for more research in the area of generational diversity and the importance for leaders to recognize the diversity of different cohorts in order to address this growing phenomenon in the workplace.

THE U.S. GENERATIONS

For the first time, the U.S. has four generations of people working alongside one another (Haynes, 2011). Researchers such as (Arsenault, 2004; Crampton & Hodge, 2009; & Haynes, 2011) have indicated that, due to changing demographics in the U.S., there are four generations in the workplace. Further, it has been the general agreement among many experts that the U.S. workplace is changing and becoming divided into cohorts (Crampton & Hodge, 2007). Each generational cohort shares a common social, political, historical, and economic environment that distinguishes them from one another (Williams & Page, 2011).

Before discussing the four generations in the workforce, it is important to note that there is some disagreement among researchers surrounding the birth dates for each generation (Kapoor & Solomon, 2011). This article uses the four different generations identified by Zemke, Raines, and Filipczak (2000), which are: Veterans (1922-1943), Baby Boomers (1944-1960), Generation X (1961-1980), and Generation Y (1981-2001). There are different names that refer to each generation. For example, Veterans are also referred to as Silent, Traditionalists, Roaring Twenties, Depression babies, and World War II generation. Baby Boomers are also referred to simply as Boomers. Generation X is also referred to as the Baby Bust generation. Finally, Generation Y is also referred to as the Millennial, Baby Boom Echo, and the Nexters (Dwyer, 2009; Hammill, 2005). These four generations could have different expectations and requirements due to their age differences (Hammill, 2005). Hence, it is important to study them closely. Importantly, a lack of understanding of these generations has prevented organizations from capitalizing on the strengths of their employees (Arsenault, 2004). Table I shows each generation's birth years, core values, and defining moments.

TABLE 1
THE U.S. WORKFORCE GENERATIONS

Generations	Birth years	Core values	Defining moments
Veterans	1922-1943	Dedication, hard work respect for authority	The Great Depression, the Second World War; Lindbergh, FDR
Baby Boomer	1944-1960	Optimism, personal gratification and growth	JFK, civil rights and women's movements
Generation X	1961-1980	Diversity, techno-literacy fun, informality	Oil embargo, embassy hostages, AIDS
Generation Y	1981-2000	Optimism, civic duty, confidence, achievement	Terrorism, Oklahoma City bombing

Source: Zemke, Raines, and Filipczak (2000)

LEADERSHIP & GENERATIONAL DIFFERENCES

Generational differences in organizations inhibit the transfer of crucial information from managers in leadership positions to entry-level employees. This can be attributed to differences in the values, attitudes, and beliefs of each generation. How leaders view generational differences, and how each generation views their leaders can also cause problems in the workplace (Zemke et al., 2000). This manifests itself into a need for different leadership styles. Zemke et al. went further by indicating that different leadership styles are needed in order to lead in an atmosphere of generational diversity. In table II, their proposed style for each generation is explained. Furthermore, Davenport and Prusak (2000) suggested that there is no uniform style of leadership. In effect, successful leaders will need to adapt their leadership styles to meet their subordinates' needs.

Meredith, Schewe, and Hiam (2002) stated that these differences, referring to values, attitudes, and beliefs, require leadership styles that are flexible and able to adapt to all of the generational differences. The applied leadership style should include a structure for “veterans that emphasizes delegation, an individualist approach that values self-expression for Baby Boomers, an excitement style that makes Xers feel like change agents, and a team objective that is relevant to Nexters' values of accomplishing greater societal and corporate goals” (Arsenault, 2004, p.129). A short and summarized explanation of the preferred leadership style of each generation is discussed in table II and subsequently further discussions followed for leadership for each generation.

TABLE 2
LEADERSHIP & GENERATIONAL DIFFERENCES

Generation	Preferred leadership style
Veterans	Tend toward a directive style that is simple and clear. Rationale for this style is that the Veterans were men who were loyal to the organization. Within each organization there was a clear well-defined hierarchy with very formal, military-like relationships. Authority was highly respected.
Baby Boomers	Prefer a collegial and consensual style. Passionate and concerned about participation and spirit in the workplace. They espouse lots of communication, sharing of responsibility, and respect for each other's autonomy. Baby Boomers despise the traditional hierarchy and make every effort to turn the hierarchy upside-down.
Generation X	Tend to be fair, competent and straightforward. Do not respect authority as did past generations, as they prefer egalitarian relationships. Like to be challenged and thrive on change. Brutal honesty is a trademark of this generation.
Generation Y	Prefer a polite relationship with authority. Like leaders who pull people together. Believe in a collective action and a will to get things changed.

Source: Zemke et al. (2000)

Leadership of the Veterans' Generation

People in the Veterans' Generation (a.k.a. G.I. Generation, The Great Depression and WWII Generation, Senior and/or Traditionalists) were born between 1922 and 1943 and are between the ages of 71 and 92 as of 2014. Most were children during the Depression era and experienced traumatic times, economic strife, and high unemployment rates. As young adults during WWII, their lives began with high expectations, which were eventually shattered by the war. This generation has witnessed radical social, economical, and technological changes, including threats by the Germans and the Japanese. In terms of their characteristics, lifestyles, and attitudes, members of the Veterans' Generation are considered to be

conservative and less materialistic as they become older (Fishman, 2004; Williams & Page, 2011). This generation has intense loyalty to their employers, provides consistent performance, has strong work ethic values, and strives for the betterment of their organizations before worrying about their own successes or failures (Macon & Artley, 2009).

To lead this generation, leaders should be clear through command-and-control management and use formal communication means such as memos (Hammill, 2005). The Veterans' Generation prefers leaders who provide feedback on a "need-to-know basis" (Crampton & Hodge, 2007, p.17). Trust and respect for authority are key components between leaders and this generation. Salahuddin (2010) described the leadership style for this generation as direct command-and-control. Salahuddin also indicated that "Veterans do not think there should be equality among the members of a team" (p.3). This generation likes to take charge, delegate, and have a stake in the decision making process. DiCecco (2006) stated that the ideal leadership style for this cohort is directive, logical, and consistently fair to all team members.

Using agents of change is an imperative part of the leadership strategy for the Veterans to be included and transformed in the future work environment. One of the keys to the integration of change into corporate culture is through discovering how to communicate with the different generations as a tool to defuse and resolve major confrontations and misunderstandings in the workplace (Hammill, 2005). Another salient point expressed in the literature employs communication through mentorship. The Veterans as well as the Baby Boomers make great mentors for Generations X and Y (Gursoy, Maier, & Chi, 2008; Kapoor, & Solomon, 2011; Mikitka, 2009). A good mentorship program uses older Veterans and Baby Boomers to "show the ropes" to, and improve the best practices of, Generations X and Y. At the same time, communication flows back to the Veterans and Baby Boomers from Generations X and Y in the form of computer technical support and tips for social media engagement. The aforementioned arrangement inside the work environment is known as "appreciative inquiry" (Gursoy et al., 2008; Mann, 2006).

Even though this workforce generation is above 70 years of age, a significant number of these individuals remain employed. Empirical evidence from (Smyer & Pitt-Catsouphes, 2007; Templer, Armstrong-Stassen, & Cattaneo, 2010) concludes that three categories of Veterans remain at work: (a) those who have a financial need to work, (b) those who really enjoy work, and (c) those who fit both the aforementioned categories. The area of reward management needs to be revamped in order to retain and attract older workers. Typical compensation systems follow the conventional wisdom form that some financial incentive will motivate all employees (Al-Asfour, 2012; Templer et al., 2010). On the other hand, the older Veterans simply enjoy teamwork as an avenue to seek a short-term increase in selected social relationships triggered by the Socio-Emotional Selectivity (SOC) theory (Kooij, Jansen, Dikkers, & De Lange, 2010). Stated another way, older workers tend to hold a firm association with short-term social rewards over long-term rewards, particularly given their perception that the long-term is less important as a satisfaction goal.

The Society for Human Resource Management (SHRM), (2004) recommended two important leadership strategies that do work for this generation:

- Gain their confidence by demonstrating compassion and understanding; and
- Create positive working relationships by gaining trust and respecting their experience without being intimidated by it.

Even though the Veterans' generation numbers are decreasing in the workforce due to retirement, many companies such as Sam's Club and Wal-Mart continue to hire them for part-time jobs. This is apparent when visiting any outlet of these two companies. Employees of this era strive to do what is best for their organizations and leaders take these values as an opportunity to continue leveraging this generation (Macon & Artley, 2009). The literature, although somewhat sparse, does reflect the crossover effect from the one cohort to the next through the appreciation of a lifelong love for movies, music, and various life-changing events recorded in the annals of history (Gibson, Greenwood, and Murphy Jr, 2011; Murphy Jr, Gibson, Greenwood, 2010).

Leadership of the Baby Boomers' Generation

The Baby Boomers (a.k.a. Boomers, Me Generation, Baboo, Love Generation, Woodstock Generation, and Sandwich Generation) were born between 1944 and 1960 and are between the ages of 54 and 70 as of 2014. This generation was born during a time of dramatically increased birth rates between the end of WWII and 1960. They value individualization, self-expression, and optimism. In terms of their values, attitudes, lifestyles, and characteristics, the majority of the Baby Boomer generation has shown that they are workaholics and driven by their career goals (Williams & Page, 2011). Williams and Page described this generation as self-centered, suspicious of authority, family-oriented, and view health and wellness as very important.

Leadership of the Baby Boomer cohort does, in many ways, parallel that of the Veterans. However, Arsenault (2004) found through an extensive qualitative study that Baby Boomers manifest a unique persona. This persona is the foundation for a propensity for Baby Boomers to be attracted to leadership with caring, competent, and honest characteristics. The Baby Boomers held a strong admiration for, and attachment to, leaders of their generation such as Martin Luther King and Gandhi (Arsenhault, 2004). The same persona leads them to display ire when leadership engages in immoral or less than honest activities such as the Clinton Whitehouse scandal (Arsenhault, 2004). The disappointment of Baby Boomers over headlines of leadership wrongdoings is supported in another qualitative study by Gibson, Greenwood, and Murphy Jr (2011). These findings show that Baby Boomers share instrumental values of honesty and responsibility with Generation X and Generation Y but on terminal values by generation, self-respect ranked number three among the Baby Boomer cohort (Gibson et al, 2011). Kapoor and Solomon (2011) indicated that the Baby Boomers are “attached to an environment that values and respects their life experiences and capabilities” (p.314).

Challenges for leadership of the Baby Boomers generation stem from the fast pace of changes in technology. Given that the Baby Boomers did not grow up with computers at an early age, they tend to resist new computing skills and operations. Often they seek very detailed and specific instructions for the completion of a task (Gursoy et al., 2008). This bridge and workplace solution is achievable through younger generations sharing technology expertise with the Baby Boomers (Stround, 2010). Mentoring is a good tool to be used to lead this generation. In general, mentoring opens opportunities for the older generations to impart years of knowledge to the younger generations, while the younger generations mentor the older generations with regard to technology. Mentoring, coupled with job shadowing, creates a bridge to gap the generational differences through communication that strengthens all generations (Simoneaux & Stroud, 2010). The delivery of the two-way mentoring and sharing of information must accommodate the Boomers who do not like to work independently. They expect to have meetings at any time and any place. This differentiates the Baby Boomers from other generations such as Generation X (Gursoy et al., 2008; Hammill, 2005; Mikitka, 2009; Simoneaux & Stroud, 2010).

The Baby Boomers' generation also prefers to be treated equally, which requires a leadership style that is collegial and consensual. Boomers believe in the participative style of leadership and involvement in the decision making process. Because Veterans and Baby Boomers have a high respect for authority within their organization, traditional hierarchy-based approaches to leadership should be used with this generation (Crampton & Hodge, 2007). Even though this generation respects traditional hierarchy, it makes every effort to turn the hierarchy upside-down and participate in organizational decision-making (Zemke et al., 2000). However, when Baby Boomers achieve leadership positions, many of them do not espouse a participative leadership style in regard to the other generations (Salahuddin, 2010).

SHRM (2004) recommended some examples of leadership strategies that have worked for this generation which include:

- Support a work/life balance;
- Show appreciation for their energy and hard work;
- Approach them with respect for their achievements;
- Employ a leadership style that is collegial and consensual;
- Offer opportunities to serve as a coach as part of the change process;

- Challenge them to contribute, as part of a team to solve organizational problems; and
- Involve them in participating in the organization's direction and implementation of change initiatives.

Crampton and Hodge (2007) have also documented that Baby Boomers prefer a leadership style that is collegial and consensual. Those that lead and work alongside them must respect their style. On the other hand, Generation X tends to thrive in an environment of honest and direct work processes. In addition, this generation wants to be rewarded for its dedication and likes to provide feedback to its leaders through participation and reflection of different decision-making situations within their organization. The United Nations Joint Staff Pension Fund (n.d.) identified that transformational leadership is an ideal style for this generation. Leadership can develop tools that set the stage for productive coexistence for both the Baby Boomer and the Generation X workers.

Leadership of Generation X

Generation Xers (a.k.a. Baby Bust, Why Me Generation, Slackers, and the Latchkey Generation) were born between 1961 and 1980 and are between the ages of 34 and 53 as of 2014. The characteristics, lifestyles, and attitudes of this generation include balancing family, life, and work. They are less traditional than previous generations and tend to think more progressively (Williams & Page, 2011). With Generation X, multiculturalism and thinking on a global scale have become the norm as they were raised with more computers, experienced the rise of the Internet, and produced the 1990's dot.com stars. Generation X's focus on family/life/work balance is a result of their latchkey existence growing up with Baby Boomer parents. Given that Generation X grew up with computers in the home, technology is a great training tool to empower them to realize a greater balance between family, lifestyle, and work (Crampton & Hodge, 2007).

Many underlying differences in generations in the workplace originate from the generational view of the most admired leaders for that particular cohort. The X Generation is no different in its view of historical leaders, music preference, movies choice, and national/international events of the past seventy-five years (Arsenault, 2004). Arsenault's study included a list of the most admired historical leaders for Generation X. Among them are Ronald Reagan, Nelson Mandela, and Bill Gates. Arsenault (2004) also revealed that through generational ranking of admired leadership traits, Generation X ranked determination in third place above the fifth place ranking by Veterans and Baby Boomers. Perhaps the determination exemplified by Reagan during his sweeping changes to reduce taxes and reduce the size of government, while working in an environment of a Democrat-controlled Senate and House, provided an example of an egalitarian style that inspired Generation X to follow their core values and ambitions. A highly admired leader, Bill Gates, changed the landscape of computer software and its association with hardware throughout the computing world. The Generation X cohort tends to thrive in a work setting that affords them the opportunity to promote socially-important interactions with supportive colleagues (Benson & Brown, 2011; Wallace, 2006).

Generational leadership literature supports the concept that the workplace is constantly evolving and changing. Leaders attempting to create an atmosphere of cohesive worker productivity, with regard to the Generation Xers, may do well to promote a fun and informal workplace (Gibson et al., 2011; Patota, Schwartz, & Schwartz, 2007). A shift in workplaces to become less hierarchical and less formal has forced the relationships between employers and employees to become increasingly short-termed and transactional. Currently, Generation X has been replacing the retiring Baby Boomers (Dwyer, 2009; Tulgan, 2004). Individual careers have become much more fluid and self-directed. A new leadership approach to Generation X needs to be progressively focused, employee-centered, and collaborative to fit the needs of the generational gap (Dwyer, 2009).

Traditional approaches to leadership styles are not recommended for Generation X. Suggestions for leading this generation includes: stressing that leaders want them to have a life, communicating upcoming dramatic organizational changes, focusing on the importance of training and development, and

highlighting the importance of a learning inventory at the end of each day (Lewis, 2005). Leaders' typical comments about Generation X are as follows (American Institute of Architects, 2006):

- They ask why;
- They want things now;
- They are not committed;
- They do not respect authority;
- They are unwilling to “go the extra mile”; and
- They are far more interested in things other than their jobs.

American Institute of Architects (2006) suggested some strategies for leadership of Generation X, these suggestions include:

- Diversity;
- Exploration;
- Experimentation;
- Team-based management;
- Team and individual credit;
- The idea is the power, not the person; and
- Showing a path of career opportunities.

SHRM (2004) also recommended some leadership strategies that do work for this generation, which include:

- Tell them the truth;
- Offer mentoring programs;
- Clearly identify boundaries;
- Offer learning opportunities;
- Honor sense of work/life balance;
- Respect the experiences that have shaped their beliefs and thinking; and
- Clearly communicate that repetitive tasks and quality checks are part of the job.

Generation Xers prefer a leadership style that is fair, competent, and straightforward. The Xers believe in bringing the “masses to the decision-making process” (Salahuddin, 2010, p.4). This generation is more cynical about life when compared to the two previous generations. To lead this generation, leaders must understand the characteristics and preferences of leadership styles and strategies discussed herein. Because the Baby Boomers are retiring, Generation X is increasing its domination in the workforce followed by Generation Y, which is also increasing its share in the labor market. If Generation X is the “me generation”, Generation Y might be called the “why me” generation. These two generations are the most technologically savvy generations in the workforce.

Leadership of Generation Y

People in Generation Y (a.k.a Gen Y, Millennials, Echo Boomers, Why Generation, Net Generation, We Generation, Nexters, Ne(x)t Generation, Nexters, and iPod Generation) were born between 1981 and 2000 and are between the ages of 14 and 33 as of 2014. This generation grew up in a time of immense and fast-paced changes. These changes offered full-time employment opportunities for both parents and significant respect for ethnic and cultural diversity including social awareness, social justice, computers and internet use, home, school, and work. The Generation Y is self-absorbed, self-reliant, and has a strong sense of independence and autonomy (Williams & Page, 2011). Further, Generation Y individuals are described as image-driven and they make personal statements of their own accomplishments, as they are highly motivated towards their perceptions of success. Williams and Page (2011) described important key

values for this generation: choice, customization, scrutiny, integrity, collaboration, speed, entertainment, and innovation.

Leadership for Generation Y is similar to that of Generation X. However, scholars in the field tend to recommend an emphasis on continuous and instant feedback, as this generation expects instant and timely feedback on work that they do. A polite relationship with authority should be encouraged by leaders to use in leading this cohort. The U.S. Department of Commerce (2011) made the following recommendations for leaders to lead this generation:

- Leaders to use e-mail as a primary communication tool;
- Ask them for their feedback and provide them with regular feedback;
- Use an information communication style that emphasizes the positive;
- Share information with them on a regular basis and keep them in the communication loops;

Additional strategies for leading Generation Y provided by (Allen, 2004; Verret, 2000) include:

- Make the workplace fun;
- Let them know that what they do matters;
- Praise them in public-make them a “star”;
- Be on the lookout for “rewarding opportunities”;
- Tell them the truth –don’t try to pull the wool over their eyes;
- Learn their “language” and communicate in terms that they understand;
- Be flexible, challenging, creative, and empowering in your management style; and
- Establish comfortable work environments, flexible work hours and project-centered work rather than function-based responsibilities.

SHRM (2004) made additional recommendations:

- Offer mentoring programs;
- Provide structure and strong leadership;
- Be clear about expectations and long-term goals; and
- Take time to orient with respect to the organization’s culture.

SHRM (2004) also suggested additional recommendations for leading both Generations X and Y. They recommended that leaders be honest with their employees, clearly identify boundaries, offer them mentoring programs, communicate clearly, be clear about expectations, offer them learning opportunities, and provide timely constructive feedback. While these recommendations should be used with all generations, Allen (2004) suggested that they are highly encouraged with Generation Y as they admire leaders with these characteristics and values. The next and final generation is Generation Z.

Leadership of Generation Z

People in the Generation Z (a.k.a Generation 9/11 and Generation XD) were born between 2001 and the present time. This generation is the incoming generation to the workplace. Williams and Page (2011) described the characteristics, lifestyles, and attitudes of this generation as “new conservatives embracing traditional beliefs, valuing the family unit, self-controlled, and more responsible” (p.10). This generation never lived without the Internet and is very tech savvy. Williams and Page (2011) indicated that Generation Z believes that they can impact the world and they are a quite imaginative generation. Because this generation has not entered the workplace yet, we cannot determine for certain the leadership style that maybe appropriate for this generation. However, we can speculate that this generation will not be too far from Generation Y. The United Nations Joint Staff Pension Fund (n.d.) classified Generations Y and Z as similar in two areas: expectations of career planning and using a mix of different learning styles. Hence, we can assume that the leadership style used for Generation Y will likely be acceptable and effective with Generation Z.

SUMMARY

Each generation is shaped by its experiences, which brings a variety of strengths to the workforce. Spiro (2006) stressed the importance of creating a work environment that meets the needs and expectations of all employees, regardless of their generation. Issues relating to the economy, scientific progress, technology, politics, social change, and other factors have an immense impact on each generation in shaping its views and the characteristics of their working environment (Williams & Page, 2011). Because of these differences, leaders are encouraged to learn and understand these factors to better lead each generational cohort.

Much of the reviewed literature in this study focused on the different generations in the workplace and leadership styles. Each generation has its own unique values and views that are associated with the era in which they were raised. These differences are apparent in the literature discussed in this article and often lead to clashes between employees, managers, and leaders. What some leaders might view as inappropriate, employees, depending on their generation, might view as appropriate. Therefore, leaders need to understand the best way of leading people based on their generation and other diversity factors.

This article highlights the characteristics of each of the four generations currently in the workforce, as well as a brief discussion of the generation newly entering the workforce, Generation Z. Moreover, the primary focus of this paper is to describe and to recommend strategies that may be appropriate to use for leadership with each generation. Being sensitive to the various generations will help leaders to become more conscious of, and responsive to, their followers' needs and behaviors.

RECOMMENDATIONS

Leading multi-generational organizations requires leaders to use different leadership styles. This may lead to treating employees differently, which could cause legal ramifications for employers. Fortunately though, Crampton and Hodge (2007) found that "there are a few problems associated with supervising generational differences" (p. 21). The academic literature suggests that leaders need to "adjust" their style of leading in order to become more effective leaders. Adjustments are recommended as long as it does not lead to favoritism or discrimination of employees based on their generational cohort. Adjusting leadership styles and strategies to lead each group requires the leaders to understand the four U.S. generations currently in the workforce: Veterans, Baby Boomers, Generation X, and Generation Y. It should be noted that a leadership style used with the Veterans' generation could be applicable to the Baby Boomers especially if they are born on the cusp of either generation (Arsenault, 2004). Arsenault referred to individuals born on the edge of two generations as "tweeners" (p.125). This is because of the proximity to the other generation.

Leaders should review their organizations' overall policies and procedures and include any factors that may affect employee performance. Asking employees from all generations to participate in this process is crucially important, especially if an organization is experiencing some generational problems. Because leaders tend to be older than their employees, leaders must understand that younger generations want clear direction and constructive feedback on their performance on a constant pace. Crampton and Hodge (2007) indicated that implications of multi-generational differences on general management practices have not been fully understood. Hence, more research into leadership styles of different generations is needed. Because Generation Z is beginning to enter the workforce, it also needs to be examined by researchers and leaders in the field of social science. A part of leaders' responsibilities is to leverage employees to increase their productivity. Leveraging generational diversity and creating an environment in which leaders form constructive employee interactions and using their differences to strengthen organizational goals should be the ultimate objective.

It is also recommended that senior leaders develop new and innovative methods of training and developing new leaders to lead multi-generational organizations. Encouraging employees to work with one another by developing training teamwork models will help employees understand how to leverage each other's skills. This can be done by discussing with employees their generational differences and

looking for solutions to overcoming them during the training and seeking ways to increase collaboration and communication. Developing training models can be a challenging task; however, the benefits of such can overcome the cost. Organizations, in the end, have one ultimate goal: to maximize the creativity and productivity of their employees in order to meet the needs of the organization for the benefit of stakeholders and stockholders.

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