“CAN ONE SIZE FIT ALL?”

A Dissertation submitted in partial fulfilment of the requirements for the International Master’s in Business Administration degree
Master Thesis in Business Administration

Dedicated to you “Papa”

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DECLARATION OF OWNERSHIP

I, Dimpy Satija, declare that the work contained in this dissertation is entirely my own and that all sources used have been acknowledged as required by the college.

Signed:

Date:
ACKNOWLEDGEMENT

This dissertation as well as the complete MBA study would not have been possible without the support of many people:

I would like to open my acknowledgement with a word of gratitude to my supervisor, Prof. Eddie McConnon, for his guidance, valuable advice and enthusiasm during the complete process of this dissertation work. And of course, special thanks to the organizers of the International MBA study at DBS for making all these possible.

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**ABSTRACT**

The dissertation starts with the basic objective of exploring the influence of a multigenerational workforce on the training process in software firms. The secondary research explores the concepts, various needs, objectives and methods of training and also highlights the differences between the traits of different generations. This provides the basis of primary research and the subsequent research methodology which is employed to test the stated hypothesis, discussed within the context of existing literature.

The research explores the role of training in coping with the challenges created at workplace because of a multigenerational workforce. Qualitative and quantitative data collection methods are used to collect the primary data for this research.

Research findings correlate with both the primary and secondary sources of data to establish a link between the training and learning styles of different generations. The findings strongly suggest that modifying the training programs according to learners’ needs and their learning style can actually prove to be quite beneficial in dealing with the multigenerational workforce’s challenges.

This dissertation also identifies areas of further research e.g emotional intelligence to deal with the upcoming challenges in the workplace due to a multi-generational workforce.
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1 INTRODUCTION
“Learning is not attainable by chance; it must be sought for with ardour and diligence.”

Abigail Adams

In today’s fast changing business and technological world, organizations are seeking options to win the competitive edge. Employees are the valuable assets of any organizations and the skills and performance of its employees are the source of competitive advantage for the company.

However, “Today’s business world is more diverse than ever”, as said by Macon and Artley, (2009). One of the main reasons of this diversity is that various generations are working together for a common objective of ‘organization’s success.’ (Macon and Artley, 2009)

Training, if used properly, can become a powerful tool for companies to improve the performance of their employees and equip them with the required skills necessary for the efficient task delivery. “But a particular training program has to make sense for both the company and the employee”, as argued by John Sleik, senior vice president of the 410-unit Olive Garden. (Cited in Carlino, B., 1994).

1.1 Background of the Research

Because of the increasing complexity of the business world, it is becoming very difficult for organizations to deal with many challenges and opportunities in the organization. Diversity in the workforce is becoming highly complex. A multi-generational employee base, is one of the main reasons contributing in this process of diversification (Macon and Artley, 2009). Crumpacker & Crumpacker (2007) highlighted that employees of different age groups, ranging from twenties to sixties, are working together in most companies and most industries. Because of which it became the topmost priority for any organization to understand their workforce so as to manage the challenges and opportunities created by such diversity. (Crumpacker & Crumpacker, 2007)
The success of any organization mainly depends on its employees. “If people are unhappy in the work environment they spread it around the building like a cold in the air-conditioning” as commented by Gary Singer, Deputy Lord Mayor, (cited in Beauchamp, 2006).

While investigating the effects of job enjoyment on worker satisfaction and turnover Taylor et al. (2006), recognized that employee satisfaction is a closely related predictor of turnover, including major categories of predictor variables, “one emphasizing job attitudes of satisfaction is perceived alternatives and job search behavior” (Mitchell et al. 2001)

According to Trinka (2005), approaches that balance employees’ focus between interpersonal skills and a motivating result with the involvement of a coaching environment which specify a set of leadership competencies that describes success for its managers and typically use 360-degree evaluation to access managerial behaviors associated with these competencies should be incorporated in the workplace. (Trinka, 2005), Bhatnagar (2008) says, it is important that organizations take an active role in identifying and cultivating their own people who have the capabilities and potentials of becoming effective leaders and “the most powerful talent management practices are from specific and respond to an organization’s unique business and human capital context” (Franks et al.. 2004)

![Employee Satisfaction Model](Image)

**Figure 1: Employee Satisfaction Model, Source: Chen et al (2006)**

If employees will be happy and satisfied only then they will stay with the organization therefore it is very important for the leaders of the companies to keep them satisfied
with their job. Indeed, the best leaders are what we term “leaders who grow leaders” as stated in Computer Weekly magazine (2007). Only a successful leader can bring success for the company. Gary Singer, supported the argument by saying that “Improving managers’ management skills was a logical step to keeping staff and keeping them happy.” (Beauchamp, P, 2006).

Success, as defined in Computer Weekly Magazine, (2007), is achieving that what is important for you”. Emotional intelligence is an important tool for IT directors to measure and develop the important leadership skills which helps leading people in highly stressful work environment, and helps to understand their workforce. (Computer Weekly Magazine, 2007).

Nick Tasler, director of research and development for Talent Smart and co-author of the report “The Leadership Vacuum: What We Lose with the Next Generation”, advocate the use of emotional intelligence as he highlighted in Tonn (2008) “employers are starting to recognise the value of emotional intelligence and provide training programs in the workplace, but some industries, notably information technology and engineering, have been much slower to make the transition.” (Tonn, R, 2008)

This dissertation will present that how training can help the organisations to achieve organisational goals (attracting, motivating, developing and retaining the workforce) in such a generational diverse environment.

1.2 **Reason of researcher’s interest in the topic: Suitability of researcher for research**

As suggested by Saunders *et al.* (2009) that the dissertation topic must be something researcher is capable of undertaking and one that excites researcher’s imagination, as well as having the necessary skills. It is also believed that researcher should also have to have genuine interest in the topic. (Saunders *et al.*, 2009, p. 22) 

In order to understand the process of formatting and finalising the research methodology and research strategy for the research it would be a meaningful idea to
know the personal characteristics and background of the researcher. The same could be then compared with the desired characteristics for the chosen strategy as well as the research topic. (Saunders et al., 2009, p. 22)

Some of the characteristics of the researcher, which could prove important for successful completion of this research, are as follows:

**Learning style of the researcher: Theorist**

Learning is a circular process, as suggested by Kolb’s theory, whereby experience was followed by attempts to make sense of that experience through reflection and conceptualisation, followed by experimentation with the concepts so developed, followed by further experience, reflection, and so on, as shown in fig. 2

![Figure 2: The learning cycle (adapted from Kolb)](source)

According to the learning style assessment survey of Honey and Mumford (1986), cited in Cameron (2008), the researcher is a ‘Theorist’, who likes to see ‘How things fit into an overall situation.’ The same survey suggests that a theorist thrive on the more intellectual aspects of the situation and pay great attention to details, (Cameron, 2008).
**Academic background of the researcher**

The researcher is a post-graduate in Physics with specialisation in Experimental Electronics. While doing her Masters in Physics, researcher had attended many training workshops and seminars as a part of her course, but she realised the rationale of including those seminars in the course when she was working. Physics and Electronics are scientific phenomena and require technical understanding and efficiency for its complete knowledge, similar is the case with Software Technologies.

**Professional background of the researcher**

The researcher was working as a Lecturer in Physics with an Engineering college in India. While doing her job the researcher observed drastic changes in the behaviour, knowledge, skills set, and even in the dressing and communication style of many students who completed their degrees and joined different firms. When researcher asked her students about the magic behind those changes, they (students) told that they have to attend different types of training in their companies for various job requirements.

**Development of interest in the chosen topic**

On contrary to the above mentioned benefits of training, researcher revealed other faces of training when she moved to Dublin with her husband who is software professional and because of his profession, researcher got an opportunity to interact with many software professionals working with reputable software firms. She observed the fact that sometimes training could also become a reason for employees to leave their jobs. Sometimes companies don’t provide training because of cost associated with it and sometimes the training provided by the organisations are not compatible with employees’ career goals.

The above experiences developed researcher’s interest in the field of training and additionally she realised that difference of ages between her students (who are part of
Gen Y) and the co-workers of her husband (who belongs to Gen X) also contributes in their choices and attitudes related to training. While doing MBA, researcher has tried exploring more on this subject and presented the findings in the form of her dissertation.

Overall, it can be observed that the researcher is well qualified and psychologically prepared for researching on the chosen topic.

1.3 Research Questions

Based on the researcher’s understanding, after analysing the literature, the following research question was raised for the purpose of this study:

“How helpful is training for organisations in managing the multi-generational workforce?”

1.4 Research Objectives

Saunders et al (2009) defines “research objectives as clear, specific statements that identify what the researcher wishes to accomplish as a result of doing the research”. Objectives are more generally acceptable to the research community as an evidence of the researcher’s clear sense of purpose and direction. (Saunders et al, 2009, p. 600)

The following objectives have been focused upon in this research exercise:

- To understand the role of training for software professionals.
- To investigate the innovative training alternatives for organisations to cope with the challenges created by having a multi-generational workforce.
1.5 Research Hypothesis

Hypotheses are testable propositions about the relationship between two or more variables in a specified population. The hypothesis translates the problem and purpose of the research into a clear explanation or prediction of the expected results or outcomes of the study. (Saunders et al, 2009, p. 593).

Based on the research question and the research objectives the following research hypothesis has been proposed, with the aim of being validated by this research.

“Training is a powerful mechanism for organisations to deal with the challenges currently faced by organisations arising from a multigenerational workforce.”

There are of course other important propositions that could relate to the training and multigenerational workforce; however the above hypothesis was appropriate to test the research question of this research.

1.6 Disposition

The disposition of this thesis is given in the following manner:

1. **Introduction**: Focuses on the background, problem formulation, and hypothesis the research will concentrate upon.

2. **Literature Review**: Gives a complete and comprehensive overview of the defined problems and evaluations of training methods identified by different authors up until now.

3. **Research Methodology**: Describes the research design, philosophy, strategy, time horizon, various data collection methods and also the appropriate use of primary research method – qualitative (structured interviews) and quantitative (survey questionnaire) for exploratory research.

4. **Data collection, analysis & findings**: Analysis of the data and reports on significant findings from the data collected by qualitative and quantitative research.
5. **Conclusions and Recommendations**: Discusses and drives conclusions how well is the conducted research touched upon the aforementioned hypothesis, a short description of limitation of the research and recommendations for future research.

6. **Reflection of learning and Skill development**: Outlines the researcher’s learning experience during the process of the dissertation study and explains the major skills the researcher gained during this dissertation.

7. **Bibliography**

8. **Appendix**

1.7 **Recipient of the research**

The recipient for this research includes:

b. Prof. Eddie McConnon: My dissertation advisor.
c. Mr. Sanjay Kumar: A Management Consultant at Deloitte & Touche, Ireland.

For the purpose of research, researcher has contacted many firms in Dublin to conduct the desired study, but due to companies’ internal obligations, the firms either denied (See Appendix 1) or didn’t responded, but for completing the research, access to software professionals were mandatory for researcher. Mr. Sanjay Kumar helped the researcher in this scenario by introducing her to his contact personnel for conducting my studies so as to complete her dissertation.
2 LITERATURE REVIEW
“The major challenge for the leaders in the twenty-first century will be how to release the brain power of their organisations.”  

Warren Bennis

Business world is becoming complex and complex day-by-day resulting in the emergence of many challenges and opportunities for an organisation’s success (Macon and Artley, 2009). Diversity in the workforce is becoming highly complex, a multi-generational employee base is one of the main reasons contributing in this process of diversification. Employees of different age groups, ranging from twenties to sixties (Crumpacker & Crumpacker, 2007), are working together in most companies and most industries. It became an upmost necessity for any organisation to understand and manage the challenges and opportunities created by such diversity (Macon and Artley, 2009).

Attracting, motivating, developing and retaining valuable employees depend on how companies deal with these challenges. Moreover, the future success of any organisation is also dependent on the management of these challenges of diversified generational employee base, as almost all organisations include this diverse workforce. (Macon and Artley, 2009).

“Organisations that are able to manage these challenges will be able to ensure they have a workforce that is efficient, competitive, and sustainable.” (Macon and Artley, 2009).

However, the present business world demands that individual manage their own career and employability, resulting in a considerable shift of loyalty, (Sprague, 2002). “In the 1970s one could expect a job for life and expect your employer to map out your career path for you and you get job security over a couple of decades, that is a tremendous commitment” as said by Mr. Stephen Anson, (cited in Sprague, 2002), Anson managing director.

A degree of loyalty can be accepted because of common values and purposes. “The smart employers are tapping into the field of spirituality and creating a sense of fellowship. It’s loyalty in a different form”. (Sprague, 2002)
Sprague, (2002) says that providing an acceptable organisational culture and offering developmental opportunities to the employees is a valuable talent management tool for employers, in terms of attracting the new employees and retaining the existing ones. Smart employers have realised this fact and started sponsoring education to attract the talent because they know that an individual will not join an organisation where they can’t grow personally. (Sprague, 2002).

“If you are not growing, you are going”, Mr. Anson said (cited in Sprague, 2002). Mr. Anson further suggests that sponsoring education shouldn’t mean ‘to go and just study’, it should ensure that the chosen approach of training is going to benefit the individuals’ career, it should be targeted and strategic that is, it should be in contrast to the ultimate requirement. (Sprague, 2002).

In order to understand the above mentioned scenario, knowledge about training, its needs, objectives, methods, and an understanding of characteristics, learning styles, working styles and the expectations of Generation X and Generation Y is necessary. In the following sections researcher has tried to clarify different aspects of training, Generation X and Generation Y, and then she connected them to serve the purpose of her dissertation.

2.1 Training

“Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime.”

Chinese proverb


The aim of training is to enhance the knowledge, skills, and behaviour of employees and to use it for their daily activities. Training needs to include more aspects of development rather than just basic skills development to win a competitive advantage, as stated by Quinn et al.(1996), (cited in Noe, R. A., 2005, p.4).
Training is important and necessary, but it is also costly. Organisations are investing more and more in training to improve their employees’ performance and the managers who gave priority to train their people gain long term benefits (Longenecker, 2007). As cited in Murray et al. (2007), organisations spend $109.25 billion annually on workplace learning and performance (WLP), according to a report from ASTD (a national professional organisation for trainers).

A poorly designed training, training without any link with performance issue or business strategy, or under-evaluated training outcomes results in financial lose for companies. Pfau & Kay, (2002)

As suggested by Zahn, D. (2001), as cited in Noe, R. A. (2005), there is a greater emphasis on:

- Providing educational opportunities for all employees. These educational opportunities may include training programs, but they also include support for taking courses offered outside the company, self-study, and learning through job rotation.
- An ongoing process of performance improvement that is directly measurable rather than organizing one-time training events.
- The need to demonstrate to executives, managers, and trainees the benefits of training.
- Learning as a lifelong event in which senior management, trainer managers, and employees have ownership.
- Training being used to help attain strategic business objectives, which help companies to gain a competitive advantage.

**Source:** Noe, R. A. (2005, p. 4-5)

Training has become essential part in each organisation to improve the productivity of employees and to attain organisations’ objectives. There could be several organisational objectives; few of them as suggested by Perdue, et al (2002) are
knowledge acquisition, improving interpersonal and problem-solving skills, knowledge retention. (Perdue, et al., 2002)

Training and teaching both have same objective, enhancement of knowledge, but their methods are different. Training is a two-way communication whereas teaching is simply a one-way lecture delivery. Champathes (2006)

“Training is so general a word that it should be immediately qualified”, as argued by Katz and Kahn (1978; cited in Al-Khayyat & Elgamal, 1997). This statement is based on the fact that there is an operational and conceptual relationship between training, education and development. Accessibility of numerous similar instructional methods and techniques of training and education (e.g. lectures, seminars) supports the argument. (Al-Khayyat & Elgamal, 1997).

Similar definitions are suggested by many authors, throughout the literature. Deutsch, (1979) states that “Training serves to help increase upward mobility within the organization, to adjust workers to the technological changes affecting workplace, and often simply to introduce people to the world of work at the entry level” (Deutsch, 1979; p. 104).

According to Werther and Davis, (1995), “Training is the function of helping employees to do their present jobs.” (Werther and Davis, 1985). The whole career of a person is benefited by organizational training activities which may help develop the individuals for their future responsibilities. Training, can therefore, said to enhance the knowledge, skills and attitudes of an individual (Reilly, 1979).

As a human resource developmental activity, training maintains and increases the productivity of employees (Klinger and Nalbandian, 1985).
Nadler and Wiggs (1986), gave the following definition:

“Training activities focus on learning the skills, knowledge, and attitudes required to initially perform a job or task or improve upon the performance of current job or task.” (Nadler and Wiggs, 1986), and is considered to be one of the most common training definitions. (Al-Khayyat & Elgamal, 1997),

Al-Khayyat & Elgamal (1997), highlighted four major common characteristics in accordance with most of the definitions of training found in the literature:

1. Training is a learning experience for both the individual as well as the organization;
2. Training is a tool for behavioural and/or attitudinal change;
3. Training is concerned with equipping and/or exposing personnel to a new set of knowledge and skills; and
4. Organization productivity is undoubtedly the ultimate objective of any training system, and is achieved by increasing the potential performance of individuals.

Source: Al-Khayyat & Elgamal (1997)

Finally, they (Al-Khayyat & Elgamal, 1997), defined training as “a planned learning system aimed at attitude and/or behavioural change by equipping individuals with desired knowledge and skills in order to maximize his/her potential performance and therefore, increase organization productivity. Training is an integrative system, which requires among other things a high level of collaboration among various human resource management activities.” (Al-Khayyat & Elgamal, 1997).

Management experts play an important role in indentifying training needs and ensure that employees use learning of training in their work, Noe R.A. (2005, p. 76).

This rise in training needs is due to the ongoing process of technology advancements, competition within the market as well as due to the demand of highly skilled employees. Sometimes highly educated students fail to fill the entry-level requirements of a firm (Appendix 2). These changing demands put pressure on the
organisations and their leader to train their employees timely and effectively to sustain in highly competitive environment.

Normally employees have capabilities and skills to solve the problem but due to lack of practical knowledge they show inefficiency to deal with the workplace issues. This gap can be filled by training sessions because these sessions provide opportunities to employees to work through key processes, series of steps, adequate skills, essential tools and advanced techniques in an artificially created environment of the real situation. Because of the replicated situation of real issues and practical experience of problem solving, it is expected to have high retention rate of knowledge and skills to be called upon in the real time scenario (Review of Turner).

However, training is not essential only for entry-level and junior level employees, but at all levels, for instance, managerial levels. That’s why companies require different types of training to their employees, for instance, induction, entry-level, skill development (technical skills as well as soft skills), managerial and many more.

“Quite a few organizations still look at management training as a nuisance or as something that is not taken seriously . . . Yet we know that an untrained manager can create real problems for an enterprise and that a properly trained manager can make a real difference. Why an organization would approach managerial training in a cavalier fashion is beyond me but we do know that people are frequently thrown into managerial positions without a lick of preparation with potentially devastating consequences (a vice president of human resources observation)” cited in Longenecker et al (2007)

Vicki Townselves (as cited in Bass, 2005), supported the above argument and advocated the importance of emotional intelligence to deal with problems created by the above said scenario. “Most managers and middle managers rise through technical accomplishment, then find themselves out of their depth when they are promoted to jobs needing people skills”, says executive coach Vicki Townselves of Sydney-based Azimuth Consulting. “So they have to develop a whole new set of skills. That’s why emotional intelligence is so big”. (Bass, 2005)
Gary Singer, Deputy Lord Mayor, Melbourne, says the same thing in his words “As you promote people you may find they are great technicians but they may need help with management skills”. (Beauchamp, P., 2006)

Vicki Townselves further suggested that emotional intelligence should be included as training component at all organizational levels by saying, “Middle managers need it too—they’re the ones imposing change at floor level”. (Bass, 2005)

Longenecker et al (2007), highlighted few examples where they showed that in some of the organisations employees got placed for senior levels on the basis of their current position and experience which creates problems due to managerial skill gap. When a manager without having the required skills to perform the high level job got promoted by the organisation, gives rise to the managerial skills gap resulting in poor quality of the job. (Longenecker et al., 2007).

Despite the rise in the training needs sometimes firms ignore it due to many reasons, quite often, due to the huge investment required to conduct the training sessions. Longenecker (2007) pointed an example in this context:

“A CFO approaches a division general manager with a very perturbed look on his face and says, ‘we can’t spend this much time and money on workforce training! What if we train ‘em and they leave?’ The general manager calmly looks back at the CFO and asks, ‘What if we don’t train ‘em and they stay?’”

This example shows the importance of training apart from the fact that it requires huge amount of companies’ financial resources; however ignoring training could cost company more than they require for training their employees (Longenecker, 2007). In addition, Longenecker (2007) pointed out the implications of training on performance (Appendix 3).

Like anything else firms should seek to maximize the return on their investment and in order to achieve this, training must be as effective as possible. This means that,
after training, the employees should be able to do what they were trained to do and the 
benefits to the organization must exceed the costs. (Murray et al., 2007),

Different training strategies, approaches and models have been suggested by different 
authors. For example, Kurt Olson (Director of capability solutions for Accenture, 
based in Chicago) and Bruce Aaron (Senior evaluator for Accenture’s Global 
Capability Development group, based in Tampa) suggested “The Accenture V-
Model” for learning and knowledge management (Olson et al, 2007, See Appendix 
4), the “COACH” model suggested by Champathes (2006, See Appendix 5).

“Training is necessary and ongoing process in every industry due to emerging 
technological needs coming up everyday which raise a need for the employees to 
update themselves with all new or upcoming skills to remain competitive. The process 
of training delivery is becoming quite complicated for organisations especially in the 
present scenario because of having a multi-generational workforce whose 
characteristics and learning styles are more tacit rather than explicit” A senior 
consultant, Deloitte & Touche, Ireland.

However, it’s not only the technical skills, which delivers real benefits; non-technical 
skills are also of great importance for organisations. Human resource specialists tried 
to prove that training in the non-technical skills such as interpersonal skills or 
problem solving skills also bring benefits to the organisations. (Précis of Keith 
Bedinham’s Proving the effectiveness of training).

Because of the heavy investment and high expectations from the employees as 
training output, organisations are moving forward for finding new methods of training 
rather than just relying on the traditional methods. (Harris & Cannon, 1994, cited in 
Perdu et al, 2002).
2.1.1 Training Needs

“The difference between actual and required human performance at work forms the basis of the need.” Anderson

The organisations were always concerned about the performance of their employees but recently the training needs were realised to be a rapidly growing field in the organisations. Several reasons were mentioned by different authors for this. (Pont, T., 2003)

Training need analysis (TNA) is an essential requirement of training action. Although it seems that TNA doesn’t need any attention, but in actual situation, identification of training needs is not an easy task. (Pepper, 1984, p. 31).

A multi-generational workforce made it more difficult for the employers to identify the needs because every individual is different so as their needs and understandings are. A “salad bowl” analogy is used to explain that the individuality of employees doesn’t have to comprised to achieve success with individuals working together towards group goals (Sirias & Karp, (2007), as cited in Macon & Artley, 2009)

There could be different reasons for training needs in an organisation, as suggested by different authors. Globalisation, attitude of employers and employees, new technology, generational diversity, need for leadership, attracting and retaining knowledge workers, impact of IT on strategy, roles, skills, recruitment are some of the potential reasons to incorporate training in workplace. (Pepper, 1984; Pont, 2003; Simmonds, 2003; Noe, 2005)
Whereas Truelove, S. (2006), argued that a training need is only one of the several possible cause of the performance gap resulting in poor performance. (Truelove, S. 2006, p.4)

Figure 3: Training Need Analysis (TNA) as process

Source: (Simmonds, D., 2006; p. 40)

Truelove, S. (2006), further suggests that the main reason for poor performance is ‘lack of competence’. This could be linked to poor motivation, or lack of opportunity. “Lack of competence can be fulfilled by learning either through experience or training.” (Truelove, S. 2006, p. 4-5)

Pont, T. (2003) had suggested three main areas in which training need analysis may take place:

1. Needs at organisational level – where in the organisation is training most needed?

2. Needs at occupational level – what is needed in terms of skill, knowledge and attitude so that the duties of various jobs can be effectively and competently carried out? This is the process of job analysis.
3. Needs at individual level – who needs training in what? What is needed by individuals to bridge the competency gap between where they are now and where they should be in terms of skill, knowledge and attitude? This is the process of needs assessment.

Source: Pont, T. (2003; p. 8)

However, the importance of training needs at these levels could be different depending on the situation but the overall purpose of TNA is to identify the people who need the training so as to fill the competency gap. (Pont, T., 2003; p. 8)

2.1.2 Training Objectives

“Clear objectives help the trainer to produce positive results and avoid misunderstanding.” Simmond, D.

Training needs analysis (TNA) defines the work to be done in the training process, and put a foundation for developing training objectives. After finishing the TNA it might seem perfectly clear what skills and knowledge are lacking, even though the particulars must be studied properly and care must be taken to ensure that training will actually correct deficiencies and challenges identified. (Garavan, et al., 2003, p. 139-140)

‘Training objectives’, as defined by Pepper (1984), “is that state or achievement which the training helps to bring about. The training objective is not the training itself, but something beyond the training, as it were.” (Pepper, 1984; p. 23).

A training objective is the specific knowledge, skills, or attitudes that the trainees are to gain as a result of the training activity. An objective is usually measurable. (LinguaLink Library, 1999)

Taba (1962) says, “Objectives and developments, represents roads to travel rather than terminal points”. He further suggests that the objectives should be formulated in
such a manner so as to clearly indicate the required learning experience for attaining different behaviours.

“An objective is a precise goal stated in measurable quantitative or qualitative terms” Training objectives have also been called performance objectives and behavioural objectives by Pont, T. (2003). (Pont, T. 2003, p. 21)

“Whatever the terminology is, objectives must be clearly defined.” (Pont, T. 2003, p. 21)

2.1.2.1 Purposes of objectives

Three main purpose of training objectives are suggested by Garavan et al.(2003)

1. Desired learning outcomes through training,
2. Designing of the training programme by selecting training methods and activities,
3. Selection of training activity evaluating tool.

Source: Garavan et al,(2003, p. 182)

2.1.2.2 Characteristics of objectives

Training objectives serves the purpose of a connecting medium between training needs and actual training delivery. (Garavan et al, 2003)

The following characteristics have been suggested by Garavan et al,(2003):

- They should be as clear as possible, ideally indicating the specific behaviours to be achieved,
- They should be as quantifiable as possible,
- They should be achievable within the time scale specified for the training.

Source: Garavan et al,(2003, p. 182)

Many advantages and disadvantages of setting training objectives have been discussed by Garavan et al (2003; p. 185) (Appendix 6)
2.1.2.3 SMART Objectives

For objectives to be precise and effective, they should be SMART. The SMART objectives as suggested by Truelove, S. (2006) are:

![Table of SMART Objectives]

**Fig. 4: SMART Objectives, Source:** Truelove, S. (2006, pp. 66-67)

2.1.3 Training Methods

Pont, T. (2003), has highlighted an interesting piece of information regarding training: “Many years ago a surprising fact was found by a group that teaching and learning are not always linked, just because someone is teaching does not mean that learning is taking place”. (Pont, T. 2003, p. 89)

The above statement indicates that the success of a training programme depends on the involvement of trainees. “Greater the involvement, higher the success rate of training.” (Pont, T. 2003, p. 89).

The main objective of any training event is to develop the required skills in the trainees. Pont, T. (2003), further suggests that the key to achieve this objective is to adopt the right training methods. For clarifying the meaning of right training method,
he extends his discussion on training methods by saying that out of several training methods, suggested in different texts and by different authors, no one method or combination of different methods can be used with equal importance in all scenarios. Experimentation is the key to find out the right training approach/method(s) to serve different purposes. (Pont, T. 2003, p. 90).

Several factors can impact on the choice of training method – and these include:

- The nature of the information or skills to be learned;
- The size of the group;
- Your own strengths or preference as tutor;
- The resources available, including time.

Source: Pont, T. (2003, p. 89)

“In all walks of life we are always looking for new and better ways of doing things, and training is no exception. Identification of a right approach is a powerful way of learning and increasing the professional competence.” (Simmond, D. 2006)

Different authors, Carroll et al. (1972); Read & Kleiner (1996); Perdue et al. (2002); Garavan, T. N. et al. (2003); Pont, T. (2003); Noe, R. A. (2005); Smith & Smith (2006); Clifford & Thorpe, (2007); Truelove, S. (2007), have suggested various methods of training. (Appendix 7)

Some of the popular ones are Lectures, Case Study, Role Play, Simulations, Games, Programmed learning, Team training Sensitivity training, Multimedia presentations (CDROM, DVD, Internet, etc.), Audiovisual methods (Movies, films, videos, etc.) and many more.

However, the Senior Director, Education Services Delivery, David Pennell (cited in Weinstein, M., 2009), tried to broader the concept of training methods for the young generation, as he said:

“In the years head these old-fashioned diversity and cultural acceptance course will have to be tweaked to stay relevant. These programs still will be required, but I can foresee a very different slant, in this new era of electronic communication, leadership
development programs must include elements of how to communicate action, direction, and philosophy through electronic communication such as e-mail, text, and twitter.”

The above argument is supported by Weinstein, (2009), he said

“These tech-savvy employees happen to be your company’s next generation of leaders*quirks and all. Transforming*and even using*those “quirk” to your organisation’s best advantage should be on your to-do list. They’ll need primers on tried-and-true leadership skills such as communication and decision-making, plus a handful of classes tailored to the collaborative Web 2.0 work world they promise to lead”.

The above statements clearly indicate the challenges which organisations are going to face while educating their young workforce.

The traditional methods may not be that appealing for Gen Yers as they were to their previous generations. Which require a need for organisations to find, devise and incorporate new training methods in the training program to ensure learning (Appendix 8).

With this dissertation, the researcher has tried to suggest few new and innovative training methods which could be appealing and result oriented for the young software professionals.

2.2 Generations at the workplace

Most of the companies are comprised of different generations in the present business world, comprising the employees of age group from 20 to over 60 years (Crumpacker & Crumpacker, 2007, as sited in Macon & Artley, 2009). These generations are mainly characterised by two important factors, which includes:

a) Birth rate and
b) Shared exposure to significant social and historical events in their developmental years.

(Crumpacker & Crumpacker, 2007, as cited in Macon & Artley, 2009).

2.2.1 Generation X

“Most businesses are well aware of how to market to Generation X (those born 1961-1981), mainly because so many people in business today are part of Generation X”. William (2009)

The term Generation X was first used by Writer Jane DeVerson in 1964. (WiseGeek)

2.2.1.1 Who are Generation X

Generation X, shorten as Gen X, includes employees born before 1981 (William, 2009). They are also known as ‘latchkey kids’ as most of them had both working parents because of which they had to spent most of their time at home alone. Which made them fairly independent and they don’t believe that institutions or groups really have their best interest in mind (Williman, 2009 & Macon & Artley, 2009).

Some of the major social and historical events that were remarkable during their development are Watergate and the energy crisis’73, Three Mile Island’ 79, 66 American hostage in Iran’79 (Crumpacker & Crumpacker, 2007). Technology has been part of their developmental years and something these individuals have come to expect in life and in business (Macon & Artley, 2009).

Generation X is also labelled as a group of actors and musicians represented by Janeane Garafolo of the movie Reality Bites and EddieVedder of Pearl Jam. While Gen-Xers probably feel passionate about some things, in general they have been portrayed as apathetic, disaffected twentysomethings with no course in life. (WiseGeek)
2.2.1.2 Characteristics of Generation X

This young group of today’s workforce is quite different compared to their seniors – they have feelings of pragmatism, alienation and cynicism (Sirias & Karp, 2007). Gen X is considered poor at networking and somewhat sceptical of authority (Crumpacker & Crumpacker, 2007). One of the strongest characteristic of Generation X employees is the importance of work-life balance (Johnson & Lopes, 2008). As these individuals are considered to be more independent and disloyal, it is assumed that they switch jobs in order to improve skills for the next opportunity (Johnson & Lopes, 2008).

Although Gen Xers are quite serious about employability even though they have a career lattice not a career ladder. (Appendix 9). They can move laterally, stop and start, their career is more fluid, (Thielfodt and Scheer, 2004).

Generation Xers have a tendency to make job decisions depending on whether training is available or not. The reason being they know that in order to remain marketable they must keep growing. (Tasker, C., 2000).

Janet Macaskill, associate director at Sheffield Consulting Group in Wellington, says that Gen Xers are not supposed to stay with one firm and are likely to inform the companies what they are going to do in their next step. This generation looks at values and are more likely to say ‘What do I want?’ Although salary was always important but their preferences are challenges at workplace, personal growth and most importantly they want a balance between work and life. (Tasker, C., 2000).

If training is not provided to them, they tend to start looking around at other jobs with other companies. In an employee attitude survey at Wellpoint, a California-based health care company, the reason for turnover was lack of training. (as cited in Noe, R. A., 2005, p. 13)

“Many of the viewpoints this generation has towards authority, corporations and work-life balance have to do with the breakdown of institutions such as marriage and with the corporate downsizing that most likely affected one or both of their parents” (Patota, Schwartz, & Schwartz, 2007).
2.2.1.3 Learning style of Generation X

“Students are more motivated and learn better when ‘instructions’ matches their learning style”.

Penny Braybrook

Gen Xers are grown independently and know how to manage their time, they don’t like forced training and completely oppose if attempts are made to do that. For making training successful companies should give control to Gen X to learn in their preferred method. (Précis of Caudron, 1998).

Caudron, (1998), commented that organisations should let them decide how they want to learn. A learning atmosphere in which everyone is a teacher should be cultivated by the organisation to motivate these Gen Xers. (Précis of Caudron, 1998).

Attention of Gen Xers can be continued by making training meaningful, memorable and fun. “Generation Xers want to see the value in training before they will become motivated to learn new skills. There must be therefore, a greater focus on learning outcomes”. (Précis of Caudron, 1998).

A senior consultant at Deloitte & Touche in an informal discussion with author suggested that, an information rich atmosphere which supports continuous learning should be provided to them by the organisations. They are curious by nature therefore they also attend classes. (Author)

Information about the expectations and the evaluation criteria of the progress should be presented at the start and assure them that the training programme will help them to learn new skills because Gen Xers are keen towards learning new skills as they want to stay employable. (Précis of Caudron, 1998).

Melaine Hobcraft, of Auldhouse Computer Training, (cited in Tasker, 2000) stresses on the importance of ongoing skills training with fast pace of technological advancements. According to her, certification is equally important as experience is. She suggested that if individuals want to grow in their own area, numerous self-study
alternatives such as instructor led training, internet & online training and component training are available. These methods give flexibility to individual to get around the problem along with work. (Tasker, 2000)

2.2.2 Generation Y

“They grew up with cell phones, pagers, laptops, and bottled water in a world of AIDS, crack and terrorist attacks. They never knew ‘Jaws’, ‘Jordache’, ‘who shot J.R?’ They have no money for the Reagan era, the Challenger explosion or Black Monday in 1987. To them, Michael Jackson has always been white.” Eric Chester

2.2.2.1 Who are Generation Y

Generation Y, also known as Generation Next, is the newest generation to join the labour force (Macon & Artley, 2009). It includes employees born after 1981. (William, 2009). Generation Y often shortened to Gen Y also has many other names and nicknames, they can be found in the literature as Echo Boomers. The Net Generation (Kooser 2008) the Digital Generation, the Nintendo Generation (Genevieve Schmitt 2008) the Google Generation (Tsai 2008) Slashers (Yannis Kavounis 2008) but the most familiar moniker for them is Millennials (Bechstrom, et al, 2008)

The social and historical events that shape their development years include the September 11th attack, the Columbine High School Shootings, and others (Crumpacker & Crumpacker, 2007). These individuals’ have always been around technology and have been able to be constantly connected via computers, cell phones, and the Internet (Macon & Artley, 2009).

Genevieve Schmitt (2008) advanced that according to research conducted by the advertising firm Draft FCB, adjectives that define this generation are optimistic, indulged, empowered, egocentric, educated, entitled and ambitious.
2.2.2.2 Characteristics of Generation Y

Generation X is considered to be the most confident generation. (Glass, 2007) One of the main characteristic of this generation is the fact that they grow up in a world surrounded by technology. They are the most tech-savvy segment (Beckstrom, Manuel, and nightingale 2008). Genevieve Schmitt (2008) adds that, because of all the personalised technology available to them (cell phones, iPods, smart phones, and videogames) they demand “choice and personalisation, making their way through the world on their terms.”

Thus, there are certain traits and styles created that differ from previous generations. Generation Yers are good in team work and even very good at multi-tasking. Weinstein, (2009) commented on their multitasking by saying that “their mastery of text messaging is unsurpassed, and surely if there were an award for doing the most of the longest time while listening to an iPod, your Generation Yers easily would win”. Moreover, Heather Havenstein (2008) called them “digital native” because she explained that they are “natural multi-taskers”, “often simultaneously texting on a mobile device and instant-messaging on a PC without removing even one iPod ear bud”.

Syrett and Lammiman (2004) state that Gen Y has the ability to establish and sustain close relationships over the Internet; it’s what they called “Intimacy”. In contrast to the previous generation, Gen Y grew up with internet and mobile phone technology as a primary means of communicating with their friends and peers. Kavounis (2008) indicates that “in the Millennials’ world order, time and space have changed. Time becomes instantaneous with communication ways such as email and text and the concept of space has been “transformed from a physical domain to a virtual one”.

With social networking sites such as Facebook, communities have broadened beyond national and cultural borders. Butterfield and Fox (2007) remark that Yers are connected border-lessly with people in different neighbourhoods, cities, states, and countries. Kavounid (2008) adds that these changes are causing a “metamorphosis of friendships, relationships and trust” and he explains this by example: “Who says a
good friend is someone one sees every day or goes on holiday with? Why can’t it be Econig3, who shares my passion for ecological hotels and saved my life with his online recommendations last summer – even if I will probably never meet him in person?” (cited in Miara, 2009; p. 25)

2.2.2.3 Learning Style of Generation Y

Arnould, Price and Zinkhan (2004) explained that “Young people [...] go through rapid periods of physical, mental, social and emotional change. This generation rapidly evolving physical, self expression and self actualisation needs

Heather Havenstein (2008), commented about this generation that they cannot imagine communicating without an instant messaging system or social network. This segment is sustained by Beckstrom, Manuel and Nightingale (2008) who define two characteristics of the relation between Millennials and technology:

- For Millennials, technology is not something they adopt or try to integrated into their lives; it is part of their everyday lives, inseparable from who they are and what they do. This statement is supported by Tsai (2008) who explains that “All generations are comfortable with technology. There is no technology with a capital ‘T’ for them. It’s not something they do”.

- Millennials are quick to embrace new technology, even quicker to ask for or demand new features and functionally.

Generation Y likes to collaborate, Michael Fleischer (2008) mentioned that Millennials are typically “team-oriented, banding together to date and socialize rather than pairing off. They work well in groups, preferring this to individual endeavours”.

They have high levels of optimism but expect and demand instant feedback from others (Crumpacker & Crumpacker, 2007). Some characteristics which can be considered negative for this generation includes little understanding of history, diminished intellectual capital and problem-solving skills and they are also considered
as poor readers and poor communicators. (Johnson & Lopes, 2008 & Crumpacker & Crumpacker, 2007).

2.3 Generation X verses Generation Y

A Comparative Study of Generation X and Generation Y can be summarised as follows:

**Figure 5: Comparison of Generation X and Generation Y**

**Source:** Talent Management Team, United Nations Joint Staff Pension Fund
Table 1: Comparison of Generation X and Generation Y

<table>
<thead>
<tr>
<th></th>
<th>Generation X</th>
<th>Generation Y</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attire</strong></td>
<td>Business casual (low end)</td>
<td>Whatever feels comfortable</td>
</tr>
<tr>
<td><strong>Work environment</strong></td>
<td>Office, home, desires, flexible schedule</td>
<td>Office, home, desires, flexible schedule</td>
</tr>
<tr>
<td><strong>Motivators</strong></td>
<td>Security</td>
<td>Maintain personal life</td>
</tr>
<tr>
<td><strong>Mentoring</strong></td>
<td>Not necessary to receive feedback</td>
<td>Constant feedback needed</td>
</tr>
<tr>
<td><strong>Retention</strong></td>
<td>Security/salary</td>
<td>Personal relationship</td>
</tr>
<tr>
<td><strong>Client orientation</strong></td>
<td>e-mail</td>
<td>e-mail/IM/Text</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Creates own documents, uses mobile and laptops, uses web to research, review etc., e-mail/mobile/24/7</td>
<td>Creates own documents, create databases, uses web to research and network, use of e-mail/IM/24/7</td>
</tr>
<tr>
<td><strong>Career goals</strong></td>
<td>Build a transferable career, variety of skills &amp; experience</td>
<td>Build several parallel careers, have several jobs simultaneously</td>
</tr>
</tbody>
</table>

Source: Talent Management Team, United Nations Joint Staff Pension Fund

2.4 Challenges for Organisations

"Managing multigenerational workforces is an art in itself. Young workers want to make a quick impact, the middle generation needs to believe in the mission, and older employees don’t like ambivalence. Your move." Harvard Business School

Numerous challenges arise in an organisation when so many diverse traits and styles are working together. Generational collisions at workplace results in profitability reduction, present hiring challenges, increased turnover rates, and decreased morale among all generations of employees in the organisation. (Glass, 2007)
Few main areas of work conflicts because of generational differences (Glass, 2007; as cited in Macon & Artley, 2009) are:

- Work ethic;
- Managing change;
- Perception of the existing hierarchy in organisation;
- Teamwork;
- Communication; and
- Training and career path/development.

While having different generations in the workforce does create challenges for organisations to deal with, however, strategies and approaches do exist. Managers must realize that workers look for challenging and rewarding work, stability, non-threatening environments and fair compensation in the work environment: (Whitacre, 2007). To manage and create new learning and development opportunities, understanding the various generational personalities is desirable at workplace. The idea behind all this is to create an efficient, effective and sustainable business model that utilizes the best qualities within every generation. (Macon & Artley, 2009)

Gen Y is growing while Gen X is all grown up, resulting in strong suggestions for training programs. Xers are moving into the senior positions in their organizations because of their extensive experience which exceeds even 10 years and more. On the other hand Yers, even dosen’t have that much of experience but they are moving into positions vacated by Xers-and members of either generation might be supervising co-workers who are 10 to 20 years older than they are. (Point of Credit Union Research & Advice, 2007)

Although both generations are comfortable around technology, but Xers and technology grew up together, whereas “Yers can't imagine life without it, having been born after computers began to be ubiquitous and having come of age with the Internet as an established fact”. (Point of Credit Union Research & Advice, 2007)
Richard Nash a learning consultant states that a generational issue when it comes to e-learning with the generations, Gen Y will have no problem with e-learning as they have grown up with the internet and social network sites like BEBO or Facebook, whereas Gen X are struggling. He states that companies need to look at this carefully. (cited in Gray, S., 2009; p. 8)

“If you do what you have always done in employment, you will go out of business.”

2.5 How training can help organisations to cope with the challenges created by a multi-generational workforce

“Whether using instructional vial-sos, interactive software programs or a “coaching system”, training programs must share one element to ensure success – a commitment from management”. Carlino, B. (1994)

Because of having multigenerational workforce in organisations it became a necessity for organisations to develop new approaches and the structures to meet the shifting need of individuals at workplace. (Macon & Artley, 2009).

The two generations possess similarities as well as differences and their differences make for an interesting time ahead for training and development. Their training and development will make the most differences in future particularly with the retirement of older workforce. However, the right training and development plan puts a foundation for competitive advantage in most situations, but that’s particularly true with Gen X and Gen Y. (Point of Credit Union Research & Advice, 2007)

Gen Xers are techo-literate, they grew up with portable CD players and computer games therefore training must be with entertainment. An experiential training plan can keep them attentive. (Précis of Caudron, S., 1998) Whereas, Gen Y is tech savvy and that allows them to adapt advanced technological training design. Yers are very interested in online training. Blogging, Discussion forums, emailing and instant
messaging, are not only expected in training design but it is becoming an integral part of the design. These communication tools promote teamwork. (Rose, J., 2007)

However, computers are a preferred choice for training delivery to this techno-literate generation X, but the software must provide them the opportunity to manage their own training. Sophisticated navigation systems should be installed into the traditional CDROM-based courses because generation Xers, as opposed to the previous generations, don’t like the step-by-step approach; rather they tend to jump randomly from one screen to another. (Précis of Caudron, S., 1997)

On the other hand, Yers are more interested in discussions and teamwork. However, Rose, (2007) suggests that the training program should be designed in a manner so that every team member gets an equal opportunity to role-play. A pre discussion or review of the project should be presented to Yers to make sure that the projects are realistic in scope. A senior manager as a mentor and a guided project will also appeal to Gen Y. (Rose, J., 2007)

Although an eye-catching training material is expected to appeal to generation X (e.g. which combine charts, photographs, text, graphics and cartoons on the same page) provided the information offered though the material should be simple. Highlighting key points can make the information highly scan-able. A new task that needs new skills is always attracting to this generation. (Précis of Caudron, S., 1997)

Yers are natural tech savvy; therefore the boring PowerPoint presentations, books, training manuals etc. are not going to work for them. (Précis of Caudron, S., 1997) If the course or workshop is to be taught face to face, then creating a mixed mode of delivery by storing supplemental exercises, assignments or information on a web site, could be an advantage. (Rose, J., 2007). Rose, (2007) further suggests that including email writing assignment, online quiz or internet research project as pre or post work in training design is another alternative. (Rose, J., 2007).

“It’s not a question of which technology you use to build the training, although that matters, the real question, though, is whether the training offered to them serves the organization’s goals and helps Xers and Yers to get the experience they want to feel secure even in an insecure economy. If it does, the organization can become an
employer of choice and the managers can also protect their employees against the tendency of many Xers and Yers to move around and see jobs as opportunities rather than careers.” (Credit Union Research & Advice, 2007)

For this dissertation researcher has tried to suggest different aspects of training to deal with the challenges created by having a multigenerational workforce in organisations.
3 RESEARCH METHODOLOGY
“Research is a discerning pursuit of the truth. Those who research are looking for answers.” (Hair et al 2003, p. 4)

The word ‘research’ is derived from the Latin word whose meaning is ‘to know’. It is a systematic and a replicable process which identifies and defines problems within specific boundaries. It employs well designed method to collect the data and analyse the results. It disseminates the findings to contribute to generalisable knowledge. (Saunders et al, 2009, p. 5)

Research may be defined in terms of a review of existence knowledge in a particular area together with the creation of a new slant on this knowledge.’ (Riley et al, 2000, p. 7)

“Researchers should be clear about what is the essence of their enquiry, and should express this as an ‘intellectual puzzle’ with a clearly formulated set of research question.” (Mason, 2005, p.13)

Saunders et al. (2009) define research as “something that people undertake in order to find things in a systematic way, thereby increasing their knowledge.” They must collect and interpret data in a planned manner. (Saunders et al, 2009, p. 5)

Additionally, Wisker (2001) explains that “research is about asking and beginning to answer questions, seeking knowledge and understanding of the world and its processes.” She listed the following as stages of the research process:

- Problem/experience/observation
- Formulation of a hypothesis
- Investigation and experimentation to test the hypothesis
- Data gathering
- Data analysis and interpretation
- Confirmation or disapproval of the hypothesis
Five characteristics of a research, as suggested by Washington state university, (cited in Rai, A. K., 2008) are presented below:

1. Systematic problem solving which identifies variables and tests relationships between them.

2. Logical, so procedures can be duplicated or understand by others.

3. Empirical, so decisions are based on data collected

4. Reductive, so it investigates a small sample which can be generalized to a larger population.

5. Replicable, so others may test the findings by repeating it.

Methodology is defined as the way the knowledge is gained, how theories are generated and tested, and the relationship between theoretical perspectives and research problems (Blaikie, 2004, p. 12). “It refers to the procedural framework within which the research is conducted.” (Remenyi et al. 2005; p. 28)

“A discussion of the methodology would provide a framework for constructive criticism and replication of the research.” (Nachmias and Frankfort-Nachmias, 2008, p. 13)

Collis and Hussey (2003) define methodology as referring the overall approach to the research process and the theoretical underpinning to the collection and analysis of data.

Gharui (2005) defines research methodology as all the issues regarding the structure and design of the research study, dealing with matters such as required information type, the research design, data collection method, source of information (also known as sampling). The aim of a research methodology according to Fisher (2004) is to assist the researcher in getting an answer to their research question through the

gathering of relevant information pertaining to their research topic. (Fisher, (2004) pp. 33-34)

Brannick and Roche (1997) define ‘research methodology’ as a process of decision making where each decision is influenced by other decisions made in the past. They explain that it is a system of interrelated decisions where the researcher focuses on one particular decision that results in the rest, which at a later stage becomes the definition of the research question. (Brannick and Roche, 1997, p. 8)

Various ways exist in which a researcher can carry out their research, the quality of the research, however, depends largely on the identified method in use and the fit of the chosen method to the research (Saunders et al. 2009, pp. 154-155).

The purpose of this research is to explore innovative alternative training options to deal with the challenges created by having a multigenerational workforce in an organisation. Training is generally adopted by management as a tool to provide wide range of supporting, monitoring and controlling activities to their employees. Plenty of literature is available on training and difference between different aged employees.

This research investigates this area by exploring the role of training for software professionals and alternative training options to manage the differences of multigenerational workforce.
3.1 Research Design

Successful completion of research depends much on the way data is collected to answer research question. For collecting data we need to design questionnaires which demands for basic understanding of the issues involved for the research problem area. Saunders et al (2009) compared the different levels of the research process is being similar to the layers of an onion. Each of the five layers is integral to the successful research. (Saunders et al, 2009, p. 106). They are:

- Research Philosophy;
- Research Approach;
- Research Strategy;
- Time Horizon;
- Data Collection & Data Analysis.

![Figure 4.1 The research ‘onion’](image)

**Figure 4.1 The research ‘onion’**
Source: © Mark Saunders, Philip Lewis and Adrian Thornhill 2006

![Figure 6: The Research ‘Onion’](image)

**Figure 6: The Research ‘Onion’**
Aiming to answer the objectives and research question of this research involves use of both primary research and secondary research. (Saunders et al. 2009, p. 106).

Mixture of different tools used in the research is described under separate headings with a rationale behind choosing each of the tools with appropriate options.

3.1.1 Research Philosophy: Combination of Positivism & Interpretivism

Saunders et al. (2009), state that research philosophy depends on the way in which people think about the development of knowledge. They add that this has a direct effect on the way they develop, plan and put this research into action. (Saunders et al. 2009, p. 107).

According to Crossan, (2003), understanding of philosophy helps researcher in understanding the overall research strategy to be used in particular research by providing the way to gather and interpret the evidence in answering research question (Crossan, 2003). He also pointed the benefit of eliminating unnecessary work by weighing different methodology and using correct one at early stage of research. It also helps researcher in gaining experience of different methods. (Crossan, 2003).

Three major ways of thinking about the research philosophy has been suggested by Saunders et al, (2009)

a) Epistemology which deals with what constitutes acceptable knowledge in a field of study.

b) Ontology which is concerned with the nature of reality.

c) Axiology which is a branch of philosophy that studies judgements about value.
a) **Epistemology**

Epistemology consists of the acceptable knowledge in the research carried (Saunders *et al.* 2009, p. 112). Few researchers tried to collect information and data, independent of the individual and the person who carries the task. They try to collect data objectively and according to them it is not biased. But other researchers are concentrating on feeling and perception of the person who is carrying the task. In other words, they try to collect data which may be affected by social interaction and will be more subjective (Saunders *et al.*, 2009, pp. 112-113).

According to Saunders *et al.* (2009), Positivism, Realism and Interpretivism are the three main types of processes used in research. (Saunders *et al.* 2009, p. 113).

i) **Positivism**

“Positivism is an approach that emphasizes the use of the methods presumed to be used in natural sciences.” (Gill and Johnson, 2002, p.39). A personal interview with the manager will involve the ‘feelings’ researcher framing the questions to ask and interpreting the respondent’s examples. (Gill and Johnson, 2002, p.42).

Bryman and Bell (2007) states that, the position that affirms the importance of imitating the natural sciences is invariably associated with an epistemological position known as positivism. (Bryman, and Bell, 2007, p. 16) Furthermore, as suggested by Saunders *et al.*, (2009) if your research philosophy reflects the principles of positivism then the researcher will probably adopt the philosophical stance of the natural scientist. Researcher will prefer ‘working with an observable social reality and that the end product of such research can be law-like generalizations similar to those produced by the physical and natural scientists’. (Saunders *et al.* 2009, p. 113).

Furthermore, Riley *et al* (2000) define positivism, by referencing Jary and Jary, as a doctrine or belief that the only true knowledge is scientific in character, describing the interrelationship between real and observable phenomena. (Riley *et al.*, 2000, p.10)
On the other hand, Hussey and Hussey (1997) states that positivist researchers are likely to be concerned with ensuring that all concepts being used can be operationalised and described in such a way that they can be measured. (Hussey and Hussey, 1997).

Jankowicz (1995) adds, making reference to Giere and Schön, that positivist recognise the truth in only two ways: by seeing that an assertion is consistent with deductions made from it or by recognising that it is supported by empirical evidence (the basis of truth in everything else). (Jankowicz, 2000, p.112)

ii) Realism

Realism suggests that reality is independent of human nature and beliefs. According to Bryman and Bell (2007), there are two major forms of realism, empirical and critical realism. Empirical realism simply states that reality can be revealed with the use of appropriate methods. Whereas a specific form of realism whose purpose is to identify the reality of the natural order and the events and discourses of the social world is considered as critical realism by Bryman & Bell. (Bryman and Bell, 2007, p. 17-18). The realism can be observed in the study of business and management where large-scale social forces and processes influence the human behaviour, despite the fact that individual is actually unaware of these forces. It can either be direct realism or critical realism. (Saunders et al, 2009, p. 114)

iii) Interpretivism

Few researchers, as mentioned in Saunders et al, (2009), believe that complexity of business and management in social world is too much to generate law like generalisation. According to them researcher should enter into the system and try to understand humans in different role rather than seeing them objectively. People are interpreting social role of different people according to the meaning they set for that role. Researcher has to take empathetic stand and to understand what they try to do from their point of view. (Saunders et al, 2009, p. 116)
Saunders *et al.* 2009, states that interpretivism paradigm is an epistemology that advocates that it is necessary for the researcher to understand differences between humans in our role as social actors. (Saunders *et al.*, 2009, p.116). According to Bryman and Bell, (2007), Interpretivism can be used as a term which is given to a contrasting epistemology to positivism. “Interpretive is taken to denote an alternative to the positivist orthodoxy that has held sway for decades.” (Bryman and Bell, 2007, p.19)

b) **Ontology**

Ontology deals with the way management and business environment works and different nature of reality. It describes two positions in which social actors are concerned or unconcerned of their existence. (Saunders *et al.*, 2009, p. 110)

i) **Objectivism**

Objectivism holds the stance that social actors are independent of the role they play within social entities. They are part of the structure or system given to them to act upon and working of the system is not affected by the different social actors as. It may vary from one organisation to another organisation. (Saunders *et al.*, 2009, p. 110).

ii) **Subjectivism**

Subjectivism holds the stance that social actors are the one who creates social entities through their perception and attitudes and they affect the way it works. System or the structure of organisation depends on the social actors and it has great affect in the way organisation works. (Saunders *et al.*, 2009, p. 111).

iii) **Pragmatism**

Pragmatism is an ontological position that argues that the most important determinant of the research philosophy adopted is the research question, arguing that it is possible
to work within both positivist and interpretivist positions. It applies a practical approach, integrating different perspectives to help collect and interpret data. (Saunders et al., 2009, p. 109)

c) Axiology

Axiology is a branch of philosophy that studies judgements about value. (Saunders et al, 2009, p. 116). In research context, the researcher is only considering the process of social enquire from its different attributes, as axiology also include values in the field of aesthetics and ethics. Heron (1996), as cited in Saunders et al. (2009) argues human values are guiding reason of all of our actions. (Saunders et al, 2009, p. 116).

For the present research combination of positivism and interpretivism philosophical approaches are preferred by the researcher. Majority of data collected for this research is from the personal experiences and opinions of software professionals.

3.1.2 Research Approach: Deductive

At the beginning of the research, the extent of researcher’s understanding of the theory related to the chosen research topic raises an important question regarding the design of the research topic. When conducting a research, the approach used for it may be either Inductive or Deductive. (Saunders et al, 2009, p. 124).

Deductive Approach: Testing theory

“A deductive research method entails the development of a conceptual and theoretical structure prior to its testing through empirical observation.” (Gill and Johnson, 2002, p.34). They quote Kolb’s experimental learning cycle to illustrate that deduction corresponds to the left hand side of this model as the process of deduction starts with ‘abstract conceptualisations’ and then proceeds towards testing with the help of
theory application, hence creating new experiences or observations. (Gill and Johnson, 2002, p.34)

![Figure 7: Kolb’s experimental learning cycle](http://www.nwlink.com/~Donclark/hrd/styles/learning_cycle_2.jpg)

Based on this approach, the researcher had developed a hypothesis which is the base of this research. Suitable theories also have been selected in order to prove the hypothesis.

Robson (2002), as cited in Saunders et al. (2009) lists five sequential stages through which deductive research will progress:

- Deducting a hypothesis (a testable proposition about the relationship between two or more concepts or variables) from the theory
- Expressing the hypothesis in operational terms (that is, indicating exactly how the concepts or variables are to be measured), which propose a relationship between two specific concepts or variables;
- Testing this operational hypothesis;
- Examining the specific outcome of the inquiry (it will either tend to confirm the theory or indicate the need for its modification);
- If necessary, modifying the theory in the light of the findings.

**Source:** Saunders *et al.*, (2009, pp. 124-125)

In the words of Zikmund (2003), a deductive approach implies that a conclusion is derived from a known premise or something known to be true. (Zikmund, 2003, p. 736),

Furthermore, Cooper and Schindler (2008) defined this approach as a form of inference that gives the impression of being true and conclusive. They add that “a deduction is valid if it is impossible for the conclusion to be false when these premises are true”. (Cooper and Schindler, 2008, p.72)

“Deductive theory represents the commonest view of the nature of the relationships between theory and social research. The researcher, on the basis of what is known about in a particular domain and of theoretical considerations in relation to that domain; deduce a hypothesis that must then be subjected to empirical scrutiny.” (Bryman & Bell, 2007, p.11)

![Diagram](image_url)

**Figure 8: The process of deduction**

**Source:** Bryman & Bell (2007): Social Research Methods
Inductive Approach: Building theory

Gill and Johnson, (2002), states that “the logical ordering of induction is the reverse of deduction as it involves moving from the ‘plane’ of observation of the empirical world to the construction of explanations and theories about what has been observed.” (Gill and Johnson, 2002, p. 40),

The purpose of the present research is to establish a relationship between training and learning styles of different generations so as to manage the challenges created by a multigenerational workforce. The present study put emphases on the principles, formulation of a hypothesis, the collection of quantitative data, testing of the hypothesis with the help of collected data, and to generalise the concept. It’s a highly structured process and thus deductive approach is appropriate for this research purpose.

Another reason to opt deductive approach is the time constraint; deductive approach is best suited for cross-sectional study as required in the present scenario of MBA completion.

3.1.3 Research Strategy: Exploratory-Survey: Questionnaire & Interviews

“A research strategy may be thought of as providing the overall direction of the research including the process by which the research is conducted.” (Remenyi, et al, 2005; p. 44).

According to Remenyi et al, (2005), at a strategy level, the research process is defined in broad terms that take into account the general philosophical approach adopted by the researcher. Once a strategy has been decided, considerations can be given to the specific research methods or tactics that will be used. (Remenyi, et al, 2005, p. 44). The process from research question through research strategy to research tactics has been suggested by Remenyi, et al (2005) which the help of the following flow chart:
Figure 9: The process from research question through research strategy to research tactics. (Remenyi, et al, 2005; p. 45)

Furthermore, the research strategy is determined by four key issues: research question, cost or budget available for the research, the time available for the research and the skills of the researcher. (Remenyi et al, 2005; p.45).

Figure 10: The four issues affecting the research strategy

Source: (Remenyi et al, 2005; p.45).
Additionally it is also highlighted that the research question is the most important element of the research; it directs the type of strategy required for the research and does not leave much room for flexibility.

Different research strategies have also been suggested by Saunders, *et al* (2009):

- Experimental;
- Survey;
- Case study;
- Action research;
- Grounded theory;
- Ethnography;
- Archival research.

**Experiments**

It basically deals with defining a theoretical hypothesis, selecting of sample individuals from known population, randomly allocating samples to different experimental conditions (experimental group and control group), introducing a planned manipulation to one or more of the variables, measuring on a small number of dependent variables and finally controlling all other variables of those conditions. Experiments are the form of research that is rare in business research due to achieving the appropriate amount of control in an organisational context, thus, is more used in the natural sciences. (Saunders *et al*. 2009, pp. 142-143)

**Surveys**

According to Saunders *et al*, (2009), survey is a more popular research method in business and is usually associated with the deductive approach. Surveys are often obtained by the use of questionnaires being administered to a sample; the data are easily standardized and allow for easy comparison. A number of collection methods can be used to assemble the data from surveys, such as e-mail, post, telephone and in-person, thus, allowing a degree of flexibility for the researcher. This method has also
been perceived by people as authoritative, commonly used and generally easily understood. The survey method gives more control to the researcher and it is easier and less expensive to generate findings from the sample that represents a whole population, rather than collecting data from a whole population (Saunders et al. 2009, p. 144).

**Case Study**

Case study is a strategy of doing research that deals with a particular contemporary phenomenon being empirically investigated within its real life context by the use of multiple sources of evidence (Robson, 2002). It allows the researcher gain a more comprehensive understanding of the research and the processes being performed. However, due to its ‘unscientific’ feel, according to Saunders et al., (2009), it is often disregarded for business research purposes. (Saunders et al. 2009, pp. 145-147).

**Action Research**

Bryman and Bell (2007), describes the action research to be one that requires the researcher along with the client to collaborate closely in the diagnosis of a problem and in the uncovering of a solution. It is known to be different from all other research strategies due to its precise focus on action, particularly in promoting change within the organisation. (Bryman and Bell, 2007, p. 428). Saunders et al., (2009) also added that “the person undertaking the research is usually involved in the action for change and could subsequently apply the knowledge gained, elsewhere.” (Saunders et al. 2009, pp. 147-148).

**Grounded Theory**

Grounded theory strategy reflects building approach whereby a theoretical framework is established through the collection of data which is then tested to verify the results. It is considered as the best example of the inductive approach. (Saunders et al., 2009, p. 148)
Ethnography

Walliman (2005), described ethnography as an approach used in uncovering the shaped cultural meanings of behaviour, actions, events and contexts of a group of people. (Walliman, 2005, p. 122), According to Saunders et al, (2009), synonymous to the inductive approach, ethnography is a time consuming approach that is carried out over extended period of time. (Saunders et al, 2009, p. 149).

Archival Research

This strategy allows the researcher’s use of administrative records and documents as a principal source of data. It allows answers to be generated for research questions that focus upon the past and changes over time, whether they are exploratory, descriptive or explanatory (Saunders, et al. 2009, p. 150)

Research strategies that are mainly used in an inductive approach like for example, grounded theory, ethnography is clearly not appropriate for the purpose of dissertation and hence we would only discuss here the relevant research strategies. (Saunders, et al. 2009, p. 151)


As the researcher has adopted deductive approach, survey strategy is best suited for her research. The conclusion will be based on quantitative data obtained from the questionnaire design and qualitative data obtained from the interviews, supported by secondary data obtained from the literature review.
3.1.4 Research Choice: Mixed Method Research

“Mixed methods approach is the general term for when both quantitative and qualitative data collection techniques and analysis procedures are used in a research design.” (Saunders et al., 2009; p. 152)

For the present researcher, the researcher will employ both qualitative and quantitative research methods in order to answer the research question.

Qualitative Approaches

Qualitative approaches are used in recognizing and refining the research problems so as to devise and examine the conceptual frameworks, as explained by Hair et al (2003, p. 124). In addition, the qualitative approaches are used when the researcher is using well defined theoretical models and research problems. This type of approach is used when the researcher needs to understand meanings, experiences, ideas, beliefs and values. (Wisker, 2001, p. 138)

Flick (2002) identifies some fundamental features of qualitative research such as:

- The recognition and analysis of different perspectives,
- The correct choice of appropriate theories and methods, and
- The researcher’s reflections on the research as part of the process.

Source: Flick (2002)

Riley, et al. (2000) believe that qualitative approach can be more difficult and demanding for the researcher compared to quantitative approach because of the personal involvement and interpretation may increase the possibility of human error and bias. (Riley, et al., 2000, p.100)
Quantitative Approaches

Bryman & Bell (2007) briefly summaries some of the features of quantitative research by stating that it entails a deductive approach to the relationship between theory and research, in which the emphasis is placed on testing theories; it has incorporated the norms of the natural scientific model and of positivism in particular; it embodies a view of social reality as an external body of reality. (Bryman & Bell, 2007, p.154)

However, Quantitative research can be considered as a research strategy that emphasises quantification in the collection and analysis of data.” (Bryman, & Bell, 2007, p.154)

Marchington and Wilkinson (2005), among others, explain that quantitative research refers to studies dealing with the measurement and quantification of data to answer research questions. They believe that in order for data to be practical it needs to be analysed and interpreted using quantitative analysis techniques. (Marchington and Wilkinson, 2005).

Qualitative Vs. Quantitative

Cooper and Schindler (2008) define the difference between both methods of research, stating that qualitative research refers to the meaning, definition, analogy, model or metaphor characterising something, while quantitative research assumes the meaning and refers to a measure of it. (Cooper and Schindler, 2008, p. 164).

Bryman & Bell, (2007) adds that although it looks as if there is minute difference for distinguishing quantitative and qualitative research methods other than the fact that qualitative researcher do not employ measurements whereas quantitative researchers do. (Bryman & Bell, 2007, p. 28). They consider that the differences are much deeper than the presence of quantification.
Can One Size Fit All? May 2010

Table 2: Fundamental differences between quantitative and qualitative research strategies, Source: Bryman & Bell (2007, p. 28) Social Research Methods

<table>
<thead>
<tr>
<th>Principal orientation to be role of theory in relation to the research</th>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deductive, testing of theory</td>
<td></td>
<td>Inductive, generalisation of theory</td>
</tr>
<tr>
<td>Epistemological orientation</td>
<td>Natural science model, in particular positivism</td>
<td>Interpretivism</td>
</tr>
<tr>
<td>Ontological orientation</td>
<td>Objectivism</td>
<td>Constructionism</td>
</tr>
</tbody>
</table>

Marchington and Wilkinson (2005) conclude that, while in practice the differences between the quantitative and qualitative approach can be exaggerated, both can be equally useful. They support this statement by explaining that qualitative data can be generated from the quantitative data, and that both approaches are frequently used together. (Marchington and Wilkinson, 2005)

As mentioned earlier, the researcher will use a combination of research methods in order to answer the research questions and meet the objective of this research project. She believes that a combination of qualitative and quantitative approach is the best approach in order to get accurate results, without bias and within very tight time constraints.

The researcher will start by distributing questionnaires among software professionals from selected companies, and then she will conduct two interviews one with the senior manager and one with the senior consultant who have worked with HR’s training department in their organisations. This process will be explained in more detail in the Data Collection subchapter.

3.1.5 Time Horizon: Cross-Sectional

The primary purpose of this study is to complete MBA which is bounded in a time limit, therefore cross-sectional time horizon is the only option available. The major advantage of a cross-sectional research is that data can be collected on many different
kinds of people in a relatively short-period of time. The main disadvantage of carrying out a cross-sectional research is that it is difficult to establish time order. It is impossible to measure changes that are occurring in the participants over time. (Saunders, et al., 2009, p. 155)

Additionally, the cost and the ‘research project management’ tools ‘Gantt Chart’ used while conducting this dissertation have been attached in the appendices. (Appendix 10)

3.1.6 Data Collection & Data Analysis

RESPONDENTS: Population & Sample

Population: Software professionals in different Software companies based in Ireland in January 2010.

Sampling is the selection of a relatively small number of individuals from whom the research obtains data in order to be able to generalise about a large group. (Gary, et al, 2007). Sampling techniques are relevant in the research work where it is not possible to survey the entire population due to time constraints or limited resources (Bryman and Bell, 2007, p. 182). The basic idea is that the researcher selects some elements in a population by which the researcher can draw conclusions about the entire population.

The most important question in relation to population sampling is ‘what size of sample does the researcher need?’ The answer is influenced by various factors (Saunders et al. 2009, 212).

They are:

- Impractical to survey entire population
- Budget Constraints
- Resource Constraints
- Time Constraints


Henry (1990, as cited Saunders et al., 2009), mention that using sampling can make it possible achieve higher overall accuracy than entire population. This is because the smaller number of case means that more time can be spent designing and piloting the means of collecting data. Collecting data from fewer cases also means that the collected information is more detailed or accurate. (Saunders et al., 2009, p. 212-213)

However, Fowler (2009) highlights the sampling errors as a result of variation caused between the data collected from samples and the true value from the population as a whole. In case of this research, collecting data from the entire population was too large and impractical. (Fowler, 2009, p.13)

The samples of 100 respondents (50 respondents were from generation X and 50 respondents were from generation Y) for survey and 2 respondents for Interview were selected. These samples were selected from the population of the employees working in different software companies. In order to collect the quantitative data the researcher requested the respondents to complete questionnaire which was sent to them via e-mail and also requested to pass the questionnaire to their friends and co-worker who are also software professionals so as to gather a large number of responses. On the other hand, for the qualitative data collection, researcher contacted personally to the senior manager and senior consultant via a common link, and requested them to corporate in her research work.

3.2 EVALUATION: Data Collection, Editing & Coding

After defining the research problem of the dissertation, and selecting the method to be adopted, now the evaluation process, adopted for this research, had been explained. The evaluation process includes data collection, and editing and coding of the collected data in order to develop the outcome of the prospective research.
3.2.1 Data Collection

Data collection is an important part of the research and it can be classified into two types, namely primary data and secondary data. (Saunders et al., 2009). The researcher has used both primary and secondary data collection methods for obtaining data for her research.

3.2.1.1 Secondary data

According to Cooper and Schindler, (2008), secondary data sources are interpretations of primary data. Encyclopaedias, textbooks, handbooks, magazines and newspaper articles, and most newscasts are considered secondary information sources. Annual reports, sales analysis summaries of organisations are some other sources of secondary data. (Cooper and Schindler, 2008, p. 104).

However, limitations are also associated with secondary data, e.g. the researcher may find it difficult to use the secondary data directly in his research, because it may be out-of-date or may have been taken for some other purposes. (Zikmund, 2003, p. 63)

3.2.1.2 Primary data

According to Zikmund (2003), primary data refers to those data that are gathered and assembled specifically for the research project at hand. (Zikmund, 2003, p. 740)

Several methods can be used for collection of primary data. It can be done either through questionnaires, observation, conducting interviews, or though memos and letters. A survey is defined as a method of gathering primary data based on communication with a representative sample of individuals. (Zikmund, 2003, p. 742)

For the collection of primary data in the present study the exploratory research method will be used. Quantitative data will be gathered by survey technique through questionnaire from software professionals for basic understanding. Qualitative
information will be collected by two structured Interviews one from a senior manager and another from a senior consultant of a leading consulting firm in Ireland.

✔️ **Questionnaires: Quantitative Research**

“We use questionnaires as a general term to include all techniques of data collection in which each paper is asked to respond to the same set of questions in a predetermined order.” (deVaus as cited in Saunders et al, 2009, p. 360)

Questionnaires are easy to analyse, familiar to everyone, simply administrate a large population within a limited budget. The information collected is standardized and can cover the sensitive topics which cannot be covered in interviews. (http://www.evalued.bcu.ac.uk/tutorial/4a.htm)

Some of the questions in the questionnaires were taken from Steven Chen’s study on Gen Y, available on Internet. Because of unavailability of his proper contact details, researchers couldn’t take his permission of using his data but researcher has found those questions relevant to her research therefore in order to serve the purpose of her research and to maintain the integrity, researcher has modified his questions to some extent and used those for her research.

**Questionnaires pilot testing**

A pilot test is normally performed before the data collection so as to identify the shortcomings in design and instrumentation and to provide alternative data for the selection of a probability sample. (Cooper and Schindler, 2008; p. 91) They further suggest that, the pilot test should take subjects from the target population and encourage the procedures and protocols that have been designated for data collection. Although the size of the pilot group may vary from 25 to 100 subjects, depending on the choice of the method to be tested, but it is not necessary that the respondents should be statistically selected. (Cooper and Schindler, 2008, p.91)
After the pilot test, it emerged that, some of the words found difficult to understand, there were some grammatical problems creating difficulty in exactly understanding the researcher’s point. So, those words are eliminated and simple ones were included, grammatical mistakes were corrected. Also, one question in the questionnaire was to mention the name and position of the employee, this question was eliminated from the questionnaire because of the confidentiality of the report.

✓ **Interviews: Qualitative Research**

For understanding the foundation of training and challenges created in training due to multi-generational workforce, the data collection process will proceed through interviews of a senior manager and a senior consultant (who worked with training and development in their organisation) from a leading consulting company in Ireland.

**Interviews**

According to Boyce, and Neale, (2006) interview is qualitative technique used in finding perspective of small number of respondents. It is performed to explore different issues in depth and can be used instead of focus group if particular participant is not able to give their time convenient to everyone. There are few disadvantages of data gathered by interview as it can be biased, time intensive, dependent on technique of interviewer and case specific. (Boyce, and Neale, 2006).

Dr. Lisa Guion, Professor and State Leader for Program Development, has summarised some attributes for good interviewer as shown in figure below:
3.2.2 Data Analysis

As Dill and Romiszowski (1997; Cited in Wishard, 2008; p. 42) put it, “Learning is a process by which each individual creates his or her own understanding of the world and how to interact with it. People form models in their minds that help them make sense of their experiences. These models define which behaviours are considered appropriate for each level.”

The data collected using the above methods was both quantitative and qualitative. The quantitative data was first coded using the MS Excel and then processed to generate statistical results.

Data is presented in the form of graphs and tables.

**Important Skills and Attributes for the Interviewer**

- A skilled qualitative interviewer should be someone who is:
  - A good person,
  - Able to notice and react to nonverbal clues,
  - Flexible,
  - Open minded, and
  - Willing to release power and control

*Figure 11: Attributes of good interviewer*

*Source: Internet*
3.3 QUALITY STANDARDS: Validity & Reliability

3.3.1 Validity

Validity is the capability of a measurement instrument to measure what is supposed to be measured and is considered to be the most significant reason of measurement instrument as stated by Wiedersheim-paul and Eriksson (1998; cited in Rai, 2008; p.58).

Additionally, Yin (1994, p.33), discussed about external (generalisability; cited by Saunders et al., 2009; p. 151) and internal validity and explained that internal validity should occur when data analysis is done, external validity should occur when research design is done and reliability should occur while collecting data. (Saunders et al 2009)

3.3.2 Reliability

“Reliability is the degree of measures which are free from error and therefore yield consistent result” (Zikmund, 2000, p.280; cited by Rai, 2008; p.57) hence concerned with the credibility of research. For research to progress and to contribute to knowledge, it is important to reflect on the methods employed (Scandura and Williams, 2000).

Considerations of reliability, validity and generalisability are included. One way of assuring the application of a reliable and valid survey is to use an established and tested instrument, particularly when construct complexity is high (Punch, 1998). Thus, researchers avoid the challenges (Ashkanasy et al., 2000) and cost (De witte and van muijen, 1999) associated with new instruments.

3.4 Ethical Considerations

In order to promote a less influenced response and to maintain respondent confidentiality, the researcher has decided to leave the questionnaires anonymous.
4 DATA ANALYSIS AND FINDINGS
This chapter will present the data findings from the questionnaire distributed to the sample population, and it will be followed by the summary of the Structured Interviews.

4.1 Quantitative research through Questionnaires

Researcher has distributed several questionnaires (Appendix 11) to software professionals via email, with a cover letter (Appendix 12) explaining the research purpose, what the research is for, and also informed them that their personal identity will not be disclosed to anyone in any circumstances. Researcher has also requested the respondents to pass on the questionnaire to their co-workers and friends who are also software professionals in order to get as much responses as possible. Through questionnaires 132 respondents turned back with their responses. 109 response where selected by the researcher as 21 responses were incomplete. In order to maintain the statistics researcher has selected 100 responses (50 from generation X and 50 from generation Y) for her research. The data from the questionnaire was coded and analysed using MS Excel software.
4.1.1 Default section: Respondents’ profile

Question 1: What is your gender?

<table>
<thead>
<tr>
<th>Gender</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>33</td>
<td>29</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 3: Gender of respondents

![Figure 12: Gender of respondents](image)

The result revealed that for Generation X men held office more than women because out of 50 respondents, 64% were male, and 34% comprises of female, whereas in case of Generation Y the difference between male and female employees is not very high because out of 50 respondents 58 % were male and 42% of female. Representing the influence of diversity in business world, globalisation and other factors on women’s attitude, which has changed from families to self-awareness resulting in their increase in workforce.
Question 2: What is your age?

<table>
<thead>
<tr>
<th>Age Range</th>
<th>No. of Responds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>13</td>
</tr>
<tr>
<td>25 – 30</td>
<td>37</td>
</tr>
<tr>
<td>Above 30</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 4: Age of respondents

Out of 100 respondents, 50 were above 30 constituting the Gen X, and out of remaining 50, 37 were between 25-30 and 13 were below 25 indicating that the Gen Y is joining to the workforce in their early career.
**Question 3: What are your years of experience?**

<table>
<thead>
<tr>
<th>Experience in Years</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>Between 5 – 10</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Above 10</td>
<td>32</td>
<td>0</td>
</tr>
</tbody>
</table>

*Table 5: Experience of respondents*

*Figure 14: Experience of respondents*

It can be deducted that for Gen X, the highest level of experience are above 10 years with 64%, followed by 5-10 years with 30%, then from below 5 years with only 6% whereas for Generation Y highest level of experience are below 5 years with 76% followed by 5-10 years of experience with only 24% and not even a single respondent was found to be in the category of work experience above 10 years in the survey. It suggests that the Gen X have been in workforce for more than 10 years and now more of them are moving into more senior positions at their companies, resulting in more and more vacancies for Gen Y which is in accordance with the existing literature review indicating profound implications for training programs.
Question 4: What is your Nationality?

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>European</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td>Non-European</td>
<td>31</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 6: Nationality of respondents

Figure 15: Nationality of respondents

For Generation Y, 46% were European and rest of the 54% were Non-European. In case of Generation X, 38% were European and rest of the 62% were Non-European. Indicating that because of the diversity of business and technological world, the workforce is crossing international boundaries as well, may be in search of excellence.
Question 5: No of dependents?

<table>
<thead>
<tr>
<th>No. of Dependents</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>2-3</td>
<td>27</td>
<td>7</td>
</tr>
<tr>
<td>Above 3</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 7: Number of dependents

Figure 16: Number of dependents

For Gen X, the highest number of dependents range between 2-3 with 54 %, followed by 0-1 with 32 % and rest of the 14% have more than 3 dependents, whereas the case with Gen Y is quite different, the highest level of dependents range between 0-1 with 86 %, followed by 2-3 with 14% and not a single respondent had more than 3 dependents allowing flexibility to Gen Y because of less responsibilities from personal perspective, resulting in a shift of job preferences.
4.1.2 Research Section I: General training trends at present

Question 1: Do you require training at work place?

Because of the different learning styles of Gen X and Gen Y, researcher wanted to know the perspectives of both generations towards training.

<table>
<thead>
<tr>
<th>Training Required</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>37</td>
<td>41</td>
</tr>
<tr>
<td>No</td>
<td>13</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 8: Requirement of training

Figure 17: Requirement of training
The result proved that Gen Y is more interested in training as compared to Gen X, however the difference is not very high but still, it exists. 82% of Gen Y demand training at workplace however the demand for training in case of Gen X is 74%.
Question 2: Why do you require training at workplace?

There are many reasons for a company to incorporate training programs in organisations and there are several reasons for employees to attend and demand for training programs. In order to explore the individual reasons for demanding training at workplace, this question was added in the questionnaire.

<table>
<thead>
<tr>
<th>Training Reasons</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development</td>
<td>23</td>
<td>36</td>
</tr>
<tr>
<td>Occupational Needs</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Fulfilment of Organisational objectives</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 9: Reason for training need

Figure 18: Reason for training need

The results show a considerable shift between the expectations of Gen X and Gen Y. Although personal development is the most important factor for both the generations but for Gen Y, 72% of their training needs are related to their personal development, which is 46% for Gen X, occupational needs comes next for both the generations with 32% in case of Xers and 16% for Yers, followed by Organisational needs, with 18% for Gen X and 12% for Gen Y. Other needs e.g. gap between expected performance and actual performance level also give rise to training needs as pointed by 4% of the Gen Xers but there was no such concern with Gen Y.
Question 3: What kind of learning and training opportunities you want the most from your company?

This question was set up in order to define the learning and training expectations of Gen X and Gen Y from their organisations.

<table>
<thead>
<tr>
<th>Training Expectations</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying or participating examination sponsored by the company (e.g. MBA)</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Advanced technical skills (e.g. web 2.0, blogs, twitters, etc.)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Obtaining new knowledge and technical skills (software trainings)</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Obtaining soft skills (Interpersonal skills, communication skills, etc.)</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Establish internal electronic encyclopaedia or electronic library for employee skills</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Online e-class</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 10: Expectations of training
According to the results, for Gen X, the demand for obtaining new knowledge and technical skills (Software training) is the highest which is 32% followed by obtaining soft skills (Interpersonal skills, communication skills, etc.) with 26%. Demand for company sponsored higher education (e.g. MBA) and establishment of internal electronic encyclopaedia or electronic library for employee skills gained equal weight-age with 12% each. Advanced technical skills and online e-class were least preferred with 10% and 8% respectively. In case of Gen Y, the demand for company sponsored higher education (e.g. MBA) is the highest with 38%, followed by demand for obtaining new knowledge and technical skills (Software training) with 22%, obtaining soft skills comes next with 16% followed by demand for advanced technical skills (web 2.0, etc.) with 10%. Establishment of internal encyclopaedia or electronic library for employee skills and online e-class are least demanded for gen Y with 8% and 6% respectively. This result indicates that expectations of both the generations are quite different. Because, hopefully and in accordance with the 2nd question of default section, Gen Y has joined the workforce at very early stages of their career may be just after completing their primary degree, that is why they are more focused on their personal development in terms of obtaining higher education whereas for Gen X, with many years of experience, and more responsibilities at workplace, they are more focused in gaining new technical skills so as to develop their professional career. Similar is the case with other options.
Question 4: How long do you think you can work on the same position, with no change of working responsibilities?

<table>
<thead>
<tr>
<th>Period</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 6 months</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6 months to 1 year</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>1 year to 2 years</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>2 years to 3 years</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>3 years to 5 years</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 11: Time Period to continue same position at workplace

Figure 20: Time Period to continue same position at workplace

The survey shows that most of the Gen Y employees don’t want to work in the same position for too long. 44% of the respondents choose 1-2 years as the longest they would like to spend in a given position, 22% wants to change their position within a maximum time period of 1 year. 20% were ready to spend their considerable time working on a same position over 2 years but yet not over 3 years. The case is bit different for Gen X employees; however the longest time period for working on the same position for Gen X is also 1-2 years with 34%, but they can stretch it to 3 years as 28% of Gen X employees are ready to work in the same position for 2 to 3 years.
Question 5: who would you turn to look for help when you meet difficulties in your career development or at work?

<table>
<thead>
<tr>
<th>Advisors List</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your peers</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Someone more experienced than you</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>Your boss</td>
<td>14</td>
<td>32</td>
</tr>
</tbody>
</table>

Table 12: Who is the advisor?

The result shows that Gen Xers are more dependent on their seniors with 52%, followed by their boss with 28% and least dependent on their peer with 20% for their career development and workplace difficulties, whereas Gen Yers are highly dependent on their bosses with 64%, followed by their seniors with 24% and least dependent on their peer with 12% for their career development. Indicating that for Gen Y boss is the ultimate advisor for career related problems, whereas Gen X feels to discuss with seniors before approaching the boss.
Question 6: Do you need feedback for your performance?

<table>
<thead>
<tr>
<th>Feedback Required?</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>31</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 13: Requirement of feedback

![Figure 22: Requirement of feedback](image)

The result shows that 84% of Gen Y requires feedback for their work whereas the surge for feedback for Gen X is 62%.
Question 6.1: How often do you hope to have feedback made by your superiors?

<table>
<thead>
<tr>
<th>Feedback Frequency</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope to get relative feedback after finishing one project or task</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Once weekly or monthly</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Once quarterly or longer</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>No fixed time, the superior shall give me feedback or evaluation at any time as long as I need</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Hope superior to evaluate my daily working performance everyday</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 14: Frequency of the feedback requirement

Figure 23: Frequency of the feedback requirement
This question was added to identify the attitude of workforce towards feedback requirement. The results of this question are in accordance with the literature that Gen Y needs instance feedback for their work. 42% of the respondents are willing to have their feedback just after finishing one project or task. 34% of respondents require feedback once weekly or monthly, followed by feedback requirement once quarterly or longer with 16%. 8% of the Gen Yers has no defined time limit for feedback but still they need feedback and no one is ready to suppose that they are being evaluated by seniors.

Xers demand for feedback is different from Yers. Xers need feedback but not necessarily instant feedback. 34% of the respondents are happy with a feedback made once quarterly or longer, 30% respondents require feedback once weekly or monthly. Instant feedback is important for 18% of the respondents. 10% of the Gen Xers has no defined time limit for feedback but still they need feedback and 8% suppose that they are being evaluated by their seniors.
Question 7: Do you think your knowledge base should be evaluated?

<table>
<thead>
<tr>
<th></th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 15: Requirement of knowledge evaluation

Because of the increasing complexity of business and technological world, researcher was not sure whether the present workforce feels comfortable with their existing knowledge or not, so this question was added to verify this fact.

The results proved that she was right in her doubt because 84% of Gen Yers and 62% of Gen Xers think that their knowledge base should be evaluated.

The next question will reveal the frequency of how often their knowledge base should be evaluated.
Question 7.1: How often do you think your knowledge base should be evaluated?

<table>
<thead>
<tr>
<th>Time Frequency</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Every month</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Every 6 months</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Every year</td>
<td>20</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 16: Frequency of knowledge evaluation requirement

Figure 24: Frequency of knowledge evaluation requirement

The results proved that researcher was right in her assumption that Gen Y are more keen towards their knowledge base as 44% of them require their knowledge base evaluation every month whereas the longest period of evaluation for Gen X is a year with 40%.
Question 8: To what extent do you think the training methods which are in use e.g lectures, role-play, games etc. are helpful?

<table>
<thead>
<tr>
<th></th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely helpful</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Helpful but require some innovation</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Completely waste</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Helpful but new methods (Web 2.0, blogs etc.) should also be added to make training more interesting and valuable</td>
<td>9</td>
<td>19</td>
</tr>
</tbody>
</table>

Table 17: Effectiveness of present training methods

Figure 26: Effectiveness of present training methods
The question has been set up in order to understand the satisfaction level of Gen X and Gen Y from the use of traditional training methods used in the training programs delivered to them.

The result shows that new technologies are in vogue among Gen Y as 38% think that new methods like web 2.0, blogs etc. should be added in the training programs to make it more interesting and valuable, or at least the existing training methods require some innovation like experiential training methods as suggested by 22% of the Gen Yers respondents. 14% of the Gen Yers are satisfied with the existing training system, whereas 26% consider the existing training methods as completely waste, as one of the respondent said, “Lectures are limited to the class room, how much theory do you expect us to store in our brain?”, over the phone during general discussion.

On the other hand, the techno-literate Gen Xers think that the existing methods need some innovation with 46% but they are not as much comfortable with technology resulting in 18% respondents in favor of new training methods such as web 2.0 or blogs. 28% of the Gen Xers are satisfied with the existing training methods, whereas 8% think that the existing training methods are completely waste.
Question 9: If training is forced to you, which you think, is wastes your time and wouldn’t be helpful in your personal development and career development, you will:

<table>
<thead>
<tr>
<th>Response</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simply attend it</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Discuss with the manager/trainer that it is completely waste for you but will attend</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Attend it but will leave the job if organisation will continue doing this</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Resist the training completely without thinking of the implication (Job loss, Demotion, etc.)</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Resist it completely and will leave the job if organisation will continue doing this</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Leave the job immediately</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 18: Attitude towards forced training

Figure 26: Attitude towards forced training
The results were entirely different for both the generations; reasons may vary according to the circumstances. Gen Xers are in workforce with more than 10 years of experience, their responsibilities towards work and personal life, their expectations for their own career and future goals all contribute for their decisions. On the other hand with Gen Y, new to labour market, not highly experienced, do not have considerable personal responsibilities, independent nature and only focus is personal development, are some of the factors contributing to their decisions. But one thing is for sure, everyone wants to stay employed.
Question 10: Please select five training methods suited to your style.

<table>
<thead>
<tr>
<th>Method</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class room study</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Seminars and workshops</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Books and manuals</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Learning through play</td>
<td>28</td>
<td>15</td>
</tr>
<tr>
<td>Hands on</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Role play</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Learning is supposed to be fun</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Media centric</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>e-learning</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Software, CDs, Videos, Toys, Video games</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Stand alone (RLO- Reusable Learning)</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Mobile Ex. Mobile player, iPod</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>Web 2.0, Wikis, Podcasts, Face pages, etc.</td>
<td>14</td>
<td>22</td>
</tr>
</tbody>
</table>

Table 19: Preference of training methods
Figure 28: Preference of training methods

The result shows that use of Software, CDs, Videos, Toys, Videogames, at training program is most appealing to both the generations. Learning through play, Role-play, e-learning and media centric learning are other popular training methods among Gen Xers, whereas advanced technological methods (Web 2.0, blogs, podcasts, Face pages etc.), mobile ex. mobile players, iPod, learning is supposed to be fun, Media centric are popular among Gen Yers.
4.1.3 Research Section II: Advanced training for future

Question 1: Do you know what emotional intelligence is?

<table>
<thead>
<tr>
<th>Response</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>33</td>
</tr>
</tbody>
</table>

Table 20: Awareness of emotional intelligence

Figure 29: Awareness of emotional intelligence

Because Emotional Intelligence is a complex subject and not very popular, the researcher wasn’t sure that everybody knows what emotional intelligence is, therefore this question is added as first question in research section II.

The results proved her right in her doubt because only 34% of Gen Yers and 64% of Gen Xers were aware of emotional intelligence. But, even if people don’t know what emotional intelligence is, it doesn’t mean that they won’t value it. If the respondent answered negatively, the researcher presented them a short definition of emotional intelligence.
Question 2: Do you think EI (Emotional Intelligence) should also be incorporated to staff training programs so as to develop leadership qualities, as they are the upcoming leaders?

<table>
<thead>
<tr>
<th>Response</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 21: Requirement of EI coaching

As expected from the researcher, after knowing the meaning of emotional intelligence, respondents, 82% of Gen X and 84% of Gen Y were in favour of including emotional intelligence training in the existing training system, so as to develop leadership qualities in employees.

The EI training not only benefits the career of an individual but also helps the organizations to develop as a whole and to develop a brand name in the eye of employees helping the organization to retain the existing employees and to attract the new employees.
Question 3: With which kind of leaders will you prefer to work?

<table>
<thead>
<tr>
<th>Preferences</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often give encouragement to subordinates and can give prompt and active feedback to subordinate’s work</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Pay attention to subordinate’s career development</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Give justice and fairness in employee evaluation</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Discuss with subordinates and listen to their opinions seriously when making decisions</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Give as much autonomy rights to subordinates as possible</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Be concrete and clarify when issuing task</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Be able to make me be sincerely convinced</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 22: Preference of Leader
The survey suggests that the most preferred leaders to work with for Gen Xers are those leaders who discuss with subordinates and listen to their opinions seriously when making decisions (18%) and who give as much autonomy rights to subordinates as possible (18%). However for Gen Yers the most preferred leaders are those who often give encouragement to subordinates and can give prompt and active feedback to subordinate’s work (18%) and those who pay attention to subordinate’s career development (18%). Indicating that Gen X demands control whereas Gen Y needs handholding at workplace, the reason could be the experience.
Question 4: Which three of the following are the ways you prefer to use to gather/share information?

<table>
<thead>
<tr>
<th>Preferences</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Friends</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Newspaper</td>
<td>32</td>
<td>21</td>
</tr>
<tr>
<td>Search engines (Google, etc.)</td>
<td>50</td>
<td>39</td>
</tr>
<tr>
<td>Social networking sites (Face-book, Twitters, etc.)</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Newsgroups, online forums, blogs etc.</td>
<td>30</td>
<td>45</td>
</tr>
</tbody>
</table>

Table 23: Preference of information provider

Figure 32: Preference of information provider
The result shows that Gen X is highly dependent on search engines (Google etc.) and other preferred methods are newspapers, online forums and news groups etc. whereas for Gen Y, the highly preferred method is also search engine and other preferred methods includes news groups, online forums and social networking sites. This suggests a shift of trust on online medium and level of technology awareness; Gen X is techno-literate whereas Gen Y is tech savvy and prefers to use technology as the media of interaction and communication.
Question 5: Which way do you prefer as the reward to your hard work?

<table>
<thead>
<tr>
<th>Preferences</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>One-week overseas individual development training</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Cash</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Overseas training</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Two week vacation with salary</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Department store or supermarket coupons</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 24: Preference of reward for hard work

Figure 33: Preference of reward for hard work

The results revealed the fact that both the generations want to develop their career as the most preferred way of being rewarded for their hard work is getting promotion, 44% for Gen X and 38% for Gen Y.
Question 6: What do you think are the challenges in context to training, in the current situation, HR managers are facing?

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial support</td>
<td>26</td>
<td>23</td>
</tr>
<tr>
<td>Time e.g. staff doesn’t have time for training</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Lack of resources e.g. internal trainer to take training</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Lack of management commitment</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Multigenerational workforce</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Others (Please specify)</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 25: Challenges

The survey suggests the financial support, as highlighted by 54% of Gen X and 46% of Gen Y, and multigenerational workforce, as suggested by 24% of Gen X and 36% of Gen Y, are the most common and upcoming challenges any organization is facing at present in designing and executing the training at workforce.
4.2 Qualitative research through Interview

The qualitative research method employed for this research was through structured interview (Appendix 13). The researcher has used her personal contacts for collecting qualitative data. She requested a known senior manager and a senior consultant, of a leading consulting firm in Ireland, to help her by providing the information required to complete her dissertation in the form of an Interview.

The researcher recorded the each interview using a Dictaphone, but due to the word limit of the dissertation, a concise finding of those interview are presented in this section, however the complete interviews are presented in the appendices section. (Appendix 14 & Appendix 15)

4.2.1 Summary of the Interviews

1. People attraction, retention and managing multigenerational workforce is considered to be main areas of concern for HR department of any organisation in the current climate.

2. Financial support is the biggest concern for any organisation in context of training followed by multigenerational workforce

3. The main objective for providing training is to attract employees, because before joining the organisation the people want to know what organisations are investing in them in terms of their personal development

4. An organisation significantly relying on traditional training methods and following the blanket approach of training in which everyone is treated in same manner irrespective of the individual differences. One of the main reasons of doing this is cost associated with training and secondly the individual difference of the workforce which makes it quite difficult to tailor the training according to everyone’s needs.

5. In order to improve the effectiveness of training program it is necessary to customise the training plan, keeping at least basic generational differences in mind, as designing training programs for every individual is not possible
and not advisable. If blogs etc., are in market they should be included as a
customised training plan.

6. Creating a training plan to cover multigenerational workforce is quite
challenging for organisations because of the wide differences between the
traits of Gen X and Gen Y, resulting in difficulty in attracting and retaining
the talent. The present training programs are just blanket approach which
doesn’t suit all.

7. Using training to deal with the conflict of multigenerational workforce
could be quite effective, customised training programs is one option, some
of those training plans would be certainly relation development programs.
A huge range of training programs can be used, keeping the needs,
characteristics and learning styles of different generations in mind. Class-
room training, seminars, web training, 360 feedback, managers training,
new graduate entry training are some to the trainings approaches for
specific organisational objectives such as attracting and retaining talent.

8. Addition of different training methods e.g. training through web, training
of Web 2.0, twitters, online forums for Generation Y will appeal them,
however keeping the needs of Generation X in mind, Role-play, games,
media centric, use of audio visual aids can prove to be effective to train
them.

9. Emotional intelligence is a powerful training method for developing
leadership qualities. It is used for senior levels’ personnel. It is through
coaching and can’t be delivered in class-room, which makes it costly. But
using an internal senior staff as a trainer can help in reducing the cost, can
help in reducing the conflicts of different generations and moreover, a
senior staff as a trainer appeals very much to Generation Y.

10. Using emotional intelligence coaching can give long term benefits to the
organisation in addition to solving current workplace conflicts of
multigenerational workforce. Although Gen X is quite experienced
therefore EI training makes a sense for them but Gen Y is new in
workforce and yet not in leadership bracket but it’s not a wise decision for
organisations to wait for them to become mature as retirement of earlier
generations is vacating huge spaces in organisations requiring that Gen Y has to move fast to fill the gap.
5 CONCLUSION AND RECOMMENDATIONS
According to Saunders et al (2009), the main purposes of the conclusion chapter are “answering the research question, meeting the objectives and if appropriate, supporting or otherwise the research hypothesis”. (Saunders et al, 2009; p. 538) The researcher will follow those guidelines for her conclusion.

The purpose of this dissertation was to explore the role of training in managing the challenges arising at workplace due to generational conflicts. It is revealed that organisations are treating everyone in same standards and following a blanket approach to train their employees resulting in not achieving the desired training outcomes. The research shows that there is a considerable difference between generation X and generation Y in terms of their learning styles and expectation from their employers suggesting that a modified training plan according to the individuals or customised training plan can help the organisations in achieving the pre-defined training outcomes and can help the organisations to manage the multigenerational training needs and expectations. The empirical results, by and large, support the central proposition of this study that training can be used as a powerful mechanism to deal with the challenges created by having a multigenerational workforce in organisations.

The research focussed on the software professional either working in Ireland or worked in Ireland, and the hypothesis proposed at the start of the research was based on the assumption that the right training approach can help the organisations to deal with the challenges created at workplace because of a multi-generational workforce.

5.1 Validation of the laid hypothesis

The researcher has defined the following hypothesis for a better understanding of training to deal with the challenges created by having a multigenerational workforce in organisations.

“Training is a powerful mechanism for organisations to deal with the challenges currently faced by organisations arising from a multigenerational workforce.”
The hypothesis laid was the implication of the research question that the researcher started with. The research question explores the role of training in terms of training needs, expected training and learning opportunities and preferred training methods according to Generation X and Generation Y.

As explained in previous chapter, Gen X and Gen Y have different perspectives towards training, suggesting that the modification of the training programs according to the needs and learning styles of the individuals can make a difference. This can help the organisations in attracting the new employees and retaining the existing employees resulting in increase in profitability, reduction in turnover rates, reduction of the challenges created while hiring and most importantly high increase in the morale among all generations of employees at workplace.

The following training implication can help the organisations to manage a multigenerational workforce.

![Figure 35: Gen X Vs Gen Y Training Methods Implications](image-url)
5.2 Limitations

Although this study revealed meaningful findings in the area of training management specifically to address the needs and expectations of the present multigenerational workforce, it is necessary to state some of the limitations of the conducted study.

Shortage of time, is the first limitation of this research project lies in the fact that researcher has got only few weeks to work on this project as she has to change her topic at later stages of the research because of some conflict arose around the earlier research topic which was almost finalised by the researcher.

Secondly, data findings will only be collected from software professional based in Ireland; the data collected was to some degree partial to this portion of the population. According to Bryman and Bell (2007), the research findings from the selected population sample can be generalised only to the population from which that sample was taken. (Bryman and Bell, 2007). Hence, this is an inherent limitation to any
research of this kind and is not particular to the methodology used. In order to gain
greater accuracy in this research area, and for the results to be used to draw general
conclusions and business decisions, an intensive study covering multiple sampling
frames across several industries would be more representative and would also
increase the quality of the study.

In context to the interviews conducted for this research, it is necessary to consider the
level of bias during the process (Hinds, 2000). The researcher has worked in
educational and learning environment for over 8 years. Although the researcher took
every precaution in recording the responses as accurately as possible, the perception
during this period might have some interference in analysing the data collected during
the interviews.

Despite these limitations, this study has valuable contribution in extending the
literature in generational adaptability of training and training methods.

5.3 Recommendations

Training programs has to be targeted and strategic. Providing customised training
programs at workplace could make a real difference for organisations to face
multigenerational expectations and needs. It has to be appealing and valuable to the
employees that will help the organisations in attracting the new talent and retaining
the existing talent.

Addition of new training methods and modification in existing training methods can
increase the learning of the individuals, resulting in the achievement of expected
outcomes from a training plan.

“In terms of coaching, the area that is a “hot topic” at the moment is EQ or emotional
intelligence. It is very much part of Leadership Development. Traditionally
organizations trained their leaders on their leadership style and management style
using models such as Belbin etc. Now, the focus is on EQ. These are the softer more
intrinsic elements of a personal behaviour (i.e. their ability to network socially) and
the argument is by focusing on this type of training which is proving to be very effective that the organization will develop better leaders, get better performance results and keep their resources.” Johannah Wilsdorff, Senior manager in one of the leading consulting organisation based in Dublin.

“Emotional intelligence plays a great role for both the generations. On one hand Xers are moving into more senior positions putting a pressure on them to develop leadership qualities so as to understand the needs, expectations and feelings of their employees reporting to them. Yers are new to the workplace and yet not in leadership bracket but waiting for them to join the Leadership team is too late, Gen Y are movers and impatient. If they don’t see action immediately they will move onto another job – no problem and with very little thinking or deliberation.” Senior Manager, Deloitte & Touche, Ireland.

Because of the time limit researcher couldn’t work on the emotional intelligence to a desired level however incorporating emotional intelligence coaching, 360 degree feedback etc. at workplace can bring long term benefits for the organisations. Therefore it requires management support.
6 REFLECTION ON LEARNING AND SKILL DEVELOPMENT
Reflection of learning and Skill Development

“The brain's calculations do not require our conscious effort, only our attention and our openness to let the information through. Although the brain absorbs universes of information, little is admitted into normal consciousness.”  Marilyn Ferguson

This section analyses the learning process during the International MBA programme, and reflects on several skills developed by the researcher.

This section comprise of two parts. First part will present the researcher’s background and the learning style adopted in this process of reflection on learning through the dissertation, and second part will highlight how pursuing the dissertation has added value to the researcher and the skills that researcher has developed.

6.1 Learning Style

Learning style, as defined by Dunn et al. (1994), cited in Bostrom, L. & Lassen, L. M. (2006), is a way by which each learner begins to concentrate on, process and retain new and difficult information. However, according to a situation, an individual is likely to use different types of learning styles.

Kolb (1984) illustrate that the learning is a circular process and it happens in four stages in a learning cycle. Starting from concrete experience, followed by reflection, observation, abstract concepts and generalisations, and finally ends at active experimentation, (Honey and Mumford, 1986). This cycle refers to the process by which a learner understands their experiences and acts so allow themselves to change their behaviour. Kolb emphasises that the most meaningful learning occurs when the learner moves in a clockwise flow through all the four phases of the learning cycle.

Based on Kolb’s learning cycle and Honey and Mumford’s learning style, researcher consider herself as a ‘theorist’ and seen the transition from Assimilator to Converger style of learning.
In addition, Kolb and McCarthy (1979) suggest that Converger’s greatest strength lies in the practical application of ideas. The converger adopts an analytical, conceptual approach to research that relies heavily on logical thinking and rational evaluation. These individuals learn best in research situations that emphasise theory and systematic analysis.

Figure 37: Kolb’s Learning Cycle

Source: http://www.businessballs.com/kolblearningstyles.htm

Based on the above model it can be said that during this dissertation and the Master’s programme, researcher has gone through the flow of ‘concrete experience’, ‘reflective observation’, ‘abstract conceptualization’ and ‘active experimentation’.

The ‘concrete experience’ includes both academic and professional knowledge that researcher has acquired prior to the start of MBA programme and during semester one and two of the programme.

Researcher has completed her Master’s in Science (M.Sc.), with Physics as the main subject and Electronics as Special subject, from University of Delhi, India in July.
Can One Size Fit All?

2003, and Bachelor’s in Education (B.Ed.) from University of Rohtak, India in July 2005.

MBA programme started in February 2007 with a Pre-Masters Induction programme which was completed by the researcher in April 2007. Researcher has started 1st semester of MBA programme in April 2007, which consisted of 3 main subjects, namely, International Management, Integrated Marketing Communications and Research Methods. In September 2007, researcher has stated her 2nd semester which comprised of 4 subject areas, namely, International Business and Trade (IBT), Services Marketing, Strategic Management and Research Methods. The IBT module consisted of three core topics: Marketing, Accounting and Finance, and Operations Management. Researcher has successfully completed both the semesters in February 2008.

The next phase: ‘reflective observation’ included the process of self-reflection and identification of the research problem area and the research question, which was initiated during 1st semester of the course and was completed in January 2008.

After finishing the 2nd semester of MBA, researcher had to put her dissertation on a hold because of some personal issues like marriage and pregnancy, delivery and post-natal depression, but that was not end of the word, in late 2009 researcher started again to finish her MBA programme.

The following phase of ‘abstract conceptualization’ involved detailed secondary literature review and the formulation of the research hypothesis. The last phase included ‘active experimentation’, which in the context of this research question and also to prove or disprove the research hypothesis. However, it may be said that these phases of the learning process during the dissertation were dynamic and they were revisited and revised by the researcher many times.
6.2 Skills Development

6.2.1 Research capability and analytical skills

The researcher discovered the Anglo-Saxon educational system which is very different from the Indian education system. The researcher learned how to support her opinion with academic authors. For example, by writing literature review, the researcher and several other assignments the researcher learned how to gather data by searching in academic articles and how to extract the information she needed. During the literature review, the researcher also learned how to adopt a critical point of view by comparing academics opinions about a same topic. Furthermore, during the literature review, the researcher learned how to manage large amount of data because she had to read dozens of text books and academic writings.

Finally, the dissertation helped the researcher to develop good analytical and research capability skills.

6.2.2 Team working Skills

As most of the assignments were group based throughout the course, researcher had to work in groups which she never did in past, but it was a nice experience. she learned working with teams and realised that it’s good to work in teams as it enhances the skills of expression, brainstorming and questioning when others’ points seems unreasonable, participation, idea sharing and moreover, importance of helping and understanding each others. In groups it’s necessary either to understand others or to convince them to agree upon a common to point to draw the conclusion. In her pre-masters researcher’s group was the highest scorer of the class (See Appendix 16) and got good grades in 1st semesters’ group work also.

The dissertation also included her to work with different individuals. Working as part of a team on many occasions during the course has made her learn to take ownership
of the work that needs to be done and contribute to the performance of the team in generating high quality results. Researcher has learned to collaborate with others, as well as negotiate with other individuals to work on common grounds to achieve the desired objectives. She has now become very adopt at cross-functional teamwork. However, she still needs to learn to motivate others, which will be critical for her career in future.

6.2.3 Personal management skills

Good time management is a key to success in life and this was realised by the researcher when she was trying to balance professional work, academic work and personal life. Covey (1990) has discussed about “Time Management Matrix” which the researcher really found handy while doing dissertation.

<table>
<thead>
<tr>
<th>Urgent</th>
<th>Not-urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>Crises, Pressing problems, Deadline-driven projects</td>
</tr>
<tr>
<td>Not-important</td>
<td>Interruptions, some phone calls, Mail, some reports, Some meetings, Many proximate, pressing matters, Many popular activities.</td>
</tr>
</tbody>
</table>

Table 26: Time Management Matrix

Source: Steven Covey’s “The Seven Habits of Highly Effective People”, 1990

The first step to effective time management is to prioritise the task. Researcher was very carefree about personal management especially about time and used to complete the things in the end and that’s too under immense pressure because the researcher has a tendency to complete easy tasks first and leave hard ones for last moment. Even she used to submit her assignments at the last moment resulting in low grade. But with time she learned the importance of time and started scheduling time properly. Now she keeps an eye on her time and tries to improve the utilisation of time (See Appendix 17). Because of this time management she had submitted few of my
assignments about a week before the submission date in 2\textsuperscript{nd} semester and obtained good grade, and even topped in one of the subject in 1\textsuperscript{st} semester and 2\textsuperscript{nd} highest in one subject in 2\textsuperscript{nd} semester.

6.2.4 Stress Management Skill

Last but not the least and the most important skill researcher has learned during her dissertation. Since beginning researcher was working on training and training methods, she used to meet the supervisor for advice but as mentioned above due to personal problems researcher was not very active and couldn’t meet the supervisor quite often and was trying to finalise the document before meeting the supervisor and when she realised that she has almost finished her part of research and only data collection is left she arranged a meeting with her supervisor about 3 weeks before the submission date and discovered that the results of the topic on which she is working is already known to everyone. This was a shocking moment for researcher as she was not in position to defer as she already took all the extensions available to her, and 3 weeks was not sufficient to start from afresh, especially with a 11 months old baby. But the researcher managed to modify her researcher keeping the same topic of training mind. Special thanks to the HR manager of Deliotte &Touche Ireland who helped the researcher in modifying the topic of training according to the present challenges faced by the organisations, the crèche manage who immediately increased my daughters hours of stay despite the fact that she had no space and the researcher’s very special thanks to her husband who took care everything while researcher was in her studies.

To conclude, the International MBA programme has helped the researcher to extensively develop in key skill areas. The programme has offered her a variety of challenges and opportunities to develop as a better individual both academically and personally. She has particularly developed her research capability & analytical skills during the course of the programme. She has worked individually and as part of a team with different people and have drawn from different perspectives from both her lecturers and peers. Moreover, Dublin Business School has offered a stimulating
platform to learn and enjoy, giving her a sense of accomplishment on every day of college. Additionally, she has developed stress management skill and learned to be a critical thinker, and to work with deadlines. She has also learned to collaborate and negotiate with other individuals to develop and synthesise solutions. A SWOT analysis is presented in the appendix (Appendix 18) as a summary of researcher’s overall development during her MBA, starting from Pre-Masters to completing her MBA.
7 Bibliography
Books


Dills, C. And Romiszowski (1997), Instructional Development Paradigms, Educational Technology Publications, New Jersey.


**Journal Articles**


Anon, (2008), *Five tips to tap Generation Y*, Travel Trade Gazette, 17th October


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Electronic Journal Articles


Tasker, C. (2000), Managing the need to manage your career wasn’t a top priority even as recently as 20 years ago – most people only concentrated on managing to stay in a job. New Zealand Management, [Internet] February, pp. 32-34.


Training Magazine, (2008), Training faces the instant gratification challenges, 19th February


**Internet**


Steven Chen, Available at [http://www.slideshare.net/netalent/generation-y-study-in-china-whitepaper](http://www.slideshare.net/netalent/generation-y-study-in-china-whitepaper)

Talent Management Model tailored to meet UNJSPF’s Business Development Needs.pdf


Newspapers & Magazine


Dissertation


8 Appendices
Appendix 1: Rejection of Permission: E-mail of Accenture
Appendix 2: Importance of training

Researcher was working in an Engineering college and in campus recruitment fair she found that students with high scores at university level examination couldn’t succeed even in the qualifying examinations of the company and on investigating the matter with the selection committee she found that no doubt the students were having good basic knowledge but due to lacking in skills set required for the particular job they failed to qualify. However, they suggested that instead of getting frustrated by these rejections from higher firms, these students should approach to some Small or Medium size companies for their initial assignments.

They explained that while working with them apart from some practical experience these students will get opportunities to attend different types of trainings from the company, which will help them to fill their gap of theoretical and practical knowledge.

LESSON: Training is (somehow) important than Education as it provides practical knowledge of the theoretical concept required to deal with the needs of changing world, especially in the present fast changing business and technological world, where everything is changing every minute.
Appendix 3: Training & Performance

- High performance leaders know that properly trained and educated personnel increase the likelihood of achieving desired levels of performance.
- High performance managers know that poorly trained and under-educated personnel can create countless and unpredictable performance problems.
- High performance managers make workforce training and education a real and ongoing priority in which they are actively engaged.
- High performance leaders take the necessary actions and develop processes to ensure that workers are trained to do their jobs.
- High performance managers work to educate their people to understand the bigger picture of their enterprise and the context that workers operate in to help them make better decisions.

Source: Longenecker, 2007
Appendix 4: Accenture V-Model

The Accenture V-Model for Learning and Knowledge Management
Appendix 5: CHOCH Model

![Diagram of CHOCH model]

CHOCH model
Appendix 6: Advantages and Disadvantages of setting training objectives

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• They give a sense of direction</td>
<td>• They tend to be imposed by the trainer rather than negotiated</td>
</tr>
<tr>
<td>• They help focus the attention of the learner</td>
<td>• There is sometimes little or no involvement of the individual learner</td>
</tr>
<tr>
<td>• They provide a measure of performance to both the learner and trainer</td>
<td>• Achievement is largely dependent on the performance of others, over whom they have no control</td>
</tr>
<tr>
<td>• Training outcomes can be measured more objectively</td>
<td>• It often becomes a one-off paperwork exercise; once set, they may never see the light of day again</td>
</tr>
<tr>
<td>• They may increase the trainer’s pride and job satisfaction</td>
<td>• Difficult learning objectives may be set for which there is no chance of achievement</td>
</tr>
<tr>
<td>• Learners can clearer about what is expected of them on completion of the training</td>
<td>• There may be little or no feedback on how well an individual is performing</td>
</tr>
<tr>
<td>• They provide the opportunity to sit down with the manager to discuss progress</td>
<td>• Difficult to measure what the learner has achieved</td>
</tr>
<tr>
<td></td>
<td>• They are a mechanism to impose order; however, they may impose too much order</td>
</tr>
</tbody>
</table>

### Appendix 7: Training methods

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Group oriented</th>
<th>Training methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>didactic group-oriented</td>
<td>experiential group-oriented</td>
<td>one-to-one</td>
</tr>
<tr>
<td>role plays</td>
<td>case study</td>
<td>one-to-many</td>
</tr>
<tr>
<td>in-tray</td>
<td>brainstorming</td>
<td>self-study</td>
</tr>
<tr>
<td>adventure learning</td>
<td>virtual classroom with instructor</td>
<td>coaching</td>
</tr>
<tr>
<td>simulation</td>
<td>video conferencing</td>
<td>mentoring</td>
</tr>
<tr>
<td></td>
<td>audio conferencing</td>
<td>counselling</td>
</tr>
<tr>
<td></td>
<td>movies &amp; films</td>
<td>sensitivity training</td>
</tr>
<tr>
<td></td>
<td>instructional videotapes</td>
<td>(performance discussion)</td>
</tr>
<tr>
<td></td>
<td>interactive videos</td>
<td>paper &amp; pencil programmed learning</td>
</tr>
<tr>
<td>briefing groups</td>
<td>lectures</td>
<td>computer-assisted programmed learning</td>
</tr>
<tr>
<td>formal talks</td>
<td></td>
<td>distance learning</td>
</tr>
<tr>
<td>seminars &amp; workshops</td>
<td></td>
<td>self-assessment</td>
</tr>
</tbody>
</table>

Source: Author
Appendix 8: preference of different learning methods of different generations

Source: http://nkilkenny.wordpress.com/2006/08/30/generational-learning-styles-and-methods/
Appendix 9: Career ladder Vs Career Lattice

Source: Deloitte.com

Appendix 10: Cost & Gantt Chart

Cost Incurred during Research

<table>
<thead>
<tr>
<th>Phase</th>
<th>Activity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>This phase required designing and printing of the questionnaire</td>
<td>15-20 Euros</td>
</tr>
<tr>
<td>Phase 2</td>
<td>This phase included conducting Interviews for which I had to Select a convenient location, arrange for refreshment, and also offer an incentive.</td>
<td>50-60 Euros</td>
</tr>
<tr>
<td>Phase 3</td>
<td>This phase required high quality printing and binding of the dissertation</td>
<td>100 Euros</td>
</tr>
</tbody>
</table>

Gantt Chart
### Appendix 11: Questionnaire

#### Default Section

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
<th>Options</th>
<th>Please write your choose option as Response in the box below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Gender</td>
<td>Male or Female</td>
<td></td>
</tr>
<tr>
<td>Question 2</td>
<td>Age</td>
<td>Below 25 or Between 25 – 30 or Above 30</td>
<td></td>
</tr>
<tr>
<td>Question 3</td>
<td>Years of experience</td>
<td>Below 5 years or Between 5 – 10 years or Above 10 years</td>
<td></td>
</tr>
<tr>
<td>Question 4</td>
<td>Nationality</td>
<td>European or Non-European</td>
<td></td>
</tr>
<tr>
<td>Question 5</td>
<td>Number of dependents</td>
<td>0 – 1, 2 – 3, Above 3</td>
<td></td>
</tr>
</tbody>
</table>

#### Research Section I

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
<th>Options</th>
<th>Please write your choose option as Response in the box below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Do you require training at work place?</td>
<td>Yes or No</td>
<td></td>
</tr>
</tbody>
</table>
| Question 2 | Why do you require training at work place? (Please indicate importance for each as High, Medium or Low) | a. Personal Development  
b. Occupational needs  
c. Fulfilment of Organisational Objectives  
d. Others (Please specify) | |
<table>
<thead>
<tr>
<th>Question 3</th>
<th>What kind of learning and training opportunities you want the most from your company? (Please rank them from most important to least important)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. Studying or participating examination sponsored by the company (e.g. MBA)</td>
</tr>
<tr>
<td></td>
<td>b. Advanced technical skills (e.g. web 2.0, blogs, twittes, etc.)</td>
</tr>
<tr>
<td></td>
<td>c. Obtaining new knowledge and technical skills (software trainings)</td>
</tr>
<tr>
<td></td>
<td>d. Obtaining soft skills (Interpersonal skills, communication skills, etc.)</td>
</tr>
<tr>
<td></td>
<td>e. Establish internal electronic encyclopaedia or electronic library for employee skills</td>
</tr>
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<td></td>
<td>f. On-line e-class</td>
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<thead>
<tr>
<th>Question 4</th>
<th>How long do you think you can work on the same position, with no change of working responsibilities? (Please select one)</th>
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<tbody>
<tr>
<td></td>
<td>a. Less than 6 months</td>
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<td></td>
<td>b. 6 months to 1 year</td>
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<td></td>
<td>c. 1 year to 2 years</td>
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<td>d. 2 years to 3 years</td>
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<td></td>
<td>e. 3 years to 5 years</td>
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<td></td>
<td>f. More than 5 years</td>
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<tr>
<td>Question 5</td>
<td>Who would you turn to look for help when you meet difficulties in your career development or at work? (Please indicate the order in which you would approach as first, second and third)</td>
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<tr>
<td></td>
<td>a. Your peers</td>
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<tr>
<td></td>
<td>b. Someone more experienced than you</td>
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<td></td>
<td>c. Your boss</td>
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<tr>
<th>Question 6</th>
<th>Do you need feedback for your performance?</th>
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<td></td>
<td>Yes or No</td>
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<tr>
<th>Question 6.1</th>
<th>How often do you hope to have a feedback or evaluation made by your superiors?</th>
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<tbody>
<tr>
<td></td>
<td>a. Hope to get relative feedback after finishing one project or task</td>
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<td></td>
<td>b. Once weekly to monthly</td>
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<td></td>
<td>c. Once quarterly or longer</td>
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<td></td>
<td>d. No fixed time, the superior shall give me feedback or evaluation at any time as long as I need</td>
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<td></td>
<td>e. Hope superior to evaluate my daily working performance everyday</td>
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<tr>
<th>Question 7</th>
<th>Do you think your knowledge base should be evaluated?</th>
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<tr>
<td></td>
<td>Yes or No</td>
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<table>
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<tr>
<th>Question 7.1</th>
<th>How often do you think your knowledge base should be evaluated? (Please select one)</th>
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<tbody>
<tr>
<td></td>
<td>a. Everyday</td>
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<td></td>
<td>b. Every month</td>
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<td></td>
<td>c. Every 6 months</td>
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<td></td>
<td>d. Every year</td>
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<td>Question 8</td>
<td>To what extent do you think the training methods which are in use e.g. lectures, role-play, games etc. are helpful:</td>
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<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>a.</strong></td>
<td>Completely helpful</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>Helpful but require some innovations</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>Completely waste</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>Helpful but new methods (Web 2.0, blogs etc.) should also be added make training more interesting and valuable.</td>
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<tr>
<th>Question 9</th>
<th>If training is forced to you, which you think, wastes your time and wouldn’t be helpful in your personal development and career development, you will:</th>
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<tr>
<td><strong>a.</strong></td>
<td>Simply attend it</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>Discuss with manager/trainers that it is completely waste for you but will attend</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>Attend it but Leave the job if organisation will continue doing this</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>Resist the training completely without thinking of the implication (job loss, demotion etc.)</td>
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<tr>
<td><strong>e.</strong></td>
<td>Resist it completely and will leave the job if organisation will continue doing this</td>
</tr>
<tr>
<td><strong>f.</strong></td>
<td>Leave the job immediately</td>
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<tr>
<td>Question 10</td>
<td>Please select five training methods suited to your learning style</td>
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<td>-------------</td>
<td>---------------------------------------------------------------</td>
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<tr>
<td></td>
<td>1) Class room study (extensive)</td>
</tr>
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<td></td>
<td>2) Seminars and workshops</td>
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<td></td>
<td>3) Books and manuals</td>
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<td></td>
<td>4) Learning through play</td>
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<td>5) Hands on</td>
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<td></td>
<td>6) Role play</td>
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<td></td>
<td>7) Learning is supposed to be fun</td>
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<td></td>
<td>8) Media centric</td>
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<td></td>
<td>9) E-learning</td>
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<td></td>
<td>10) Software, CDs, Videos, Toys, Video games</td>
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<tr>
<td></td>
<td>11) Stand alone (RLO – Reusable Learning Objects)</td>
</tr>
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<td></td>
<td>12) Mobile Ex. Mobile players, iPod</td>
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<td></td>
<td>13) Web 2.0, Wikis, Blogs, Podcasts, Face pages etc.</td>
</tr>
</tbody>
</table>
### Research Section II

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
<th>Options</th>
<th>Please write your choose option as Response in the box below:</th>
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</table>
| **Question 1** | Do you know what emotional intelligence is?  
**Brief Overview:**  
Emotional Intelligence:  
Emotional Intelligence, or EI, describes an ability or capacity to perceive, assess, and manage the emotions of one's self, and of others. Our EQ, or Emotional Quotient, is how one measures Emotional Intelligence. Coaching for emotional intelligence is provided to directors, leaders or very senior employees of an organisation for measuring and developing the success of leading people in highly stressful work environments. | Yes or No | |
| **Question 2** | Do you think EI training should also be incorporate to staff training programs so as to develop leadership qualities, as they are the upcoming leaders? | Yes or No | |
| Question 3 | With which kind of leaders will you prefer to work? (Please select one) | a. Often give encouragement to subordinates and can give prompt and active feedback to subordinate’s work  
b. Pay attention to subordinate’s career development  
c. Give justice and fairness in employee evaluation  
d. Discuss with subordinates and listen to their opinions seriously when making decisions  
e. Give as much autonomy rights to subordinates as possible  
f. Be concrete and clarify when issuing task  
g. Be able to make me be sincerely convinced |
| --- | --- | --- |
| Question 4 | Which three of the followings are the ways you prefer to use to gather/ share information? (Please indicate your preference as where 1=Most preferred, 2 = preferred and 3 = least preferred) | a. Family  
b. Friends  
c. Newspaper  
d. Search engines (Google etc.)  
e. Social networking sites (Face-book, Twitter, etc)  
f. Newsgroups, Online forums, Blogs etc. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Which way do you prefer as the reward to you hard work?</th>
<th>a. Promotion</th>
<th>b. One-week overseas individual development training</th>
<th>c. Cash</th>
<th>d. Overseas training</th>
<th>e. Two week vacation with salary</th>
<th>f. Other</th>
<th>g. Department store or supermarket coupons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 6</td>
<td>What do you think are the challenges in context of training, in the current situation, HR managers are facing?</td>
<td>a. Financial support</td>
<td>b. Time e.g. staff doesn’t have time for training</td>
<td>c. Lack of resources e.g. internal trainer to take training</td>
<td>d. Lack of management commitment</td>
<td>e. Multigenerational work force</td>
<td>f. Others (Please elaborate)</td>
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Appendix 12: Cover letter for Questionnaire

Hello Friends,

Hope things are well.

As you may know that I was doing an MBA course from Dublin Business School last year and I have already completed the course and I have to submit my thesis by end of April’10.

My thesis are based on training methods and focused around different training methods used in the IT industry so I need your help in completing the attached questionnaire which will help in my research.

Since my access is limited to you only but if you know someone in IT then please forward this to him/her and ask them to provide their feedback and send back to me.

I had sent the questionnaire to you today morning as well but there were some difficulties reported by some respondents in understanding the language and filling the questionnaire therefore I made the necessary changes to make it more clear, please fill this questionnaire if you didn't filled the previous one yet, Sorry for inconvenience caused.

Thanks in advance.

Regards,
Appendix 13: Interview

Interview

Question 1: What are the main challenges faced by the organisation at present?

Question 2: In your view, what are the key challenges in context of training, organisations are facing at present?
   a. Financial support
   b. Time e.g. staff doesn’t have time for training
   c. Lack of resources e.g. internal trainer to take training
   d. Lack of management commitment
   e. Multigenerational work force
   f. Others (Please elaborate)

Question 3: Why do you think an organisation provides training to their employees?

Question 4: To what extent do you still relay on traditional training methods (e.g. Lectures, role play, etc.) and do you think the traditional methods are suitable for the employees of all ages?

Question 5: To what extent do you think new and innovative training methods (like blogs, twitters, etc) should be added to the training programs to cover the needs of multigenerational workforce?

Question 6: To what extent do you think creating a training plan to cover multi-generation workforce’s needs in an organisation, is more challenging for any organisation?

Question 7: In your view, what do you think, could be the possible ways to deal with multi-generational workforce in context of training?
Question 8: In your opinion, which training methods could be helpful in achieving the potential benefits from a training program?

Question 9: What would you say about emotional intelligence?

Question 10: Do you thing including training for emotional intelligence can make a difference to face these challenges?
Appendix 14: Interview with Senior Manager

Interviewer: Hi, How are you?
Interviewee: I am grand, how are you?

Interviewer: I am fine, thanks, and very thanks for your time, help and support for my research work. Let’s start the interview
Interviewee: Ya sure that’s why we are here

Interviewer: Please make me aware of the present challenges faced by any organisation at present, mainly because of having a multigenerational workforce.
Interviewee: Couple of things, one is talent attention, and a lot of the categories are below talent management, ensuring that we have the right people in organisation and if they are being rewarded in a correct way.
In the current climate, PAUSE, two years before big issue was “war for talent”, you probably heard about “war for talent”, where it was difficult to find the right people, now organisation have the people but they find it difficult to keep them
Two years ago “war for talent” was the biggest issue, now if they have the resources they are trying to keep those resources, also in current climate what you are finding in the financial service area is with nama with the landmark it that Banks have the biggest concern they have at the moment with in the HR department it that there landing have been reducing its sales, for not taking up loans, for not taking up mortgages, so suddenly there are looking at the resource they can fire because it’s not a resource problem but they are trying to redeploy the resources into what is suitable to them, so they are facing complete change in the organisation structure, where they have people moving between departments. Another very very real challenge at the moment. In summary, definitely attention and definitely moving individuals into the wider area. That is its not career ladder its career lattice they are following and they don’t want to wait for time to take them to the top instead they are jumping from one job to another to reach the top position.
Interviewer: So this is what is happening in current climate which is absolutely change from last two years because earlier organisations were struggling to keep the people now you are struggling again to keep the people but in different areas.

Interviewee: Exactly its keeping, it’s almost justifying the resources in those roads and lots of resources their expertise and they are very senior people to be example and you don’t want to work in different areas.

So you are trying to move, by loan these individuals not to the same level, but to the same capability so they are struggling in how to use the resource ‘people’ around.

In context of multigenerational workforce, it’s hard to manage the individuals as they have people from different age groups because of their individual traits. First I would like to give brief intro to these multigenerational individuals, Gen X which includes the individuals who were born before 1981, and Gen Y which includes the individuals who were born after 1981, both have faced different circumstances in their growing period which influenced their helped them to establish their own traits. And these different traits create conflicts at work place, which are sometimes very hard to manage...

Interviewer: So, in your point of view, it’s mainly the workforce, whether for talent or individual difference, which is creating challenges for organisations in the current climate.

Interviewee: Absolutely.

Interviewer: Let’s move on, please tell me, in your view, what are the key challenges, in context of training, organisations are facing at present? Let me give you some options, is it financial support, time, lack of resources, lack of management commitment, multigenerational workforce or others.

Interviewee: Most immediately is the financial, the organisations do not have enough money and when you are looking for overheads, training is seen as overhead over finances and the first thing it is cut and certainly at the wider scope not at HR but at CEO level, the wider scope of concern cut of people and what they have done last 3 years so keeping it very relevant, most organisation cut their people by 10-15% and some significantly more so by cutting those resources they are actually do talent cut that is meant that resource leftover usually have double the job, at least one and half
times of their job so and also and they don’t have been appropriate training and handovers for those individuals.

So, you have current constraints in organisation, when they don’t have money to invest in training, staff are not educating to cover the wider scope of work they are responsible for and therefore it is effecting the performance whether it is not performing to the right quality because one they are stretched and two they don’t have education, but most of them education would be on-the-job education, as opposed to training course, you can’t fix it by sending one on the training course.

Another constraint for training is the multigenerational workforce; their characteristics are so different which sometimes become unmanageable. Their different age groups and traits make it tough to address everybody’s needs in a combined training session.

I think if we go forward, I think there is a wider issue we have, if you do have the right money for investing in training, by investing in training course or in tailoring to suit the individuals that is the long-way of the moment given the current climate people are trying to keep the current resources they have and keep up the performance that’s is.

Interviewer: Main problem is financial support and even if they have financial support, the current staff is actually overloaded with additional responsibilities and they are not sure the training what they are getting is enough to perform the responsibility, they have doubted, because taking on responsibility that they wouldn’t have been trained for.

In short, we can say that the main concern of the organisations for training is finance, and if they do have enough money they need to plan the training according to the needs of the individuals.

Interviewer: Why do you think an organisation provide training to their employees?

Interviewee: One reason is an attraction, it is certainly for 3rd level students one of the big question is people ask is what training you provide, they look at career they don’t look at as a job, they see at the employer to investing in them for their future, so the training is one of the selection criteria that an individual have in selecting an
organisation to join. Training from an employer’s prospective is very much to keep their individuals up-to-date to reflect the market condition.

Interviewer: Question 4: To what extent do you still relay on traditional training methods (e.g. Lectures, role play, etc.) and do you think the traditional methods are suitable for the employees of all ages?

Interviewee: let me start with relaying on traditional training methods, I say quite significant, certainly from implementing programs and project from consulting prospective most of the training we would deliver will be traditional because of the cost. It is generally the class-room. When we ask client for training methods they want to use is class-room.

However, looking at the multigenerational workforce, it is like blanket approach which companies are following. Gen X is comfortable with the present training plans but it’s not same with Gen Y. Organisations don’t have training programs which suits the needs and learning style of Gen Y. Most of them have virtual training, they don’t have training online, very few would have CBT, CBTs are very expensive to make, the CBT is at a requirement it is class-room.

And it is because it is effective and least expensive. Yes, the danger for organisation is its least expensive in the point of time but it can’t be put on shelf, unfortunately there is no long term value from it, it is one time owns to individuals and once they leave they take training with them nothing left on the shelf. Having said that most organizations don’t want to invest in CBT because they are only publish in a year so you can put it on a shelf but it could have short life span, no value from it.

Interviewer: To what extent do you think new and innovative training methods (like blogs, twitters, etc) should be added to the training programs to cover the needs of multigenerational workforce?

Interviewee: I think, back to a year, it goes to my customised programs. Personally to Generation X ---------- training. You know what I mean, it is not just wouldn’t be me. We did training course last Friday, and I would not come to put it, and certainly from our client’s perspective who would be an older generation. Again, they struggle with anything, anything at web based so certainly, twitter or blogs wouldn’t be a teacher for them so again it goes back to leading to customised training to chose the
individual’s need, if the new graduates coming in at the moment of training embedding that type of forum, medium into training is excellent but it has to be customised, wouldn’t be blanket approach. So, if we talk about the social networking, if that’s very important at the moment then it should provide training in that area.

OK, so you don’t mind taking the new generation’s needs, but it needs to be customised as per the audience.

And you couldn’t do whole training course on twitter, but certainly what you could do, deliver whether it’s a virtual training course on web or classroom and then a discussion on twitter so it is very much a blended learning approach.

Interviewer: OK, so you don’t mind taking the new generation’s needs, it needs to be customised as per the audience.

Interviewee: And you couldn’t do whole training course individuals, but certainly what you could do deliver whether it’s a virtual training course on web or classroom and then a discussion on twitter so it is very much a blended learning approach.

Interviewer: So again, as said previously, in order to deal with the multigenerational workforce it is necessary to keep individual needs in mind while planning for a training program.

Interviewee: Exactly.

Interviewer: To what extent do you think creating a training plan to cover multigeneration workforce’s needs in an organisation, is more challenging for any organisation?

Interviewee: Back to the number of points just mentioned there if you are doing a blanket approach, will it fit all? Then you have one training approach. Certainly with our organization, you will have different training programs, at entry level and in those it depends on competencies, it depend on skills and expertise for certain plans you belong to, so it is the more you tailor your training course the more training plans will meet. And for managing each of those customised programs, the HR managers need to manage properly the multiple training programs according to individual’s needs. Certainly multiple training plans depending on how these could appeals and some of those training plans would be certainly relation development
programs. You may have class-room training, seminars web training, 360 feedback, you know, a huge range of training to for specific approach, manager training, new graduate entry training.

Interviewer: Obviously, what I understand a multigenerational customised training is more challenging than creating a traditional training plan.

Interviewee: And once you actually created the training plan in a year plan you need to almost start immediately collecting the plan for next year. It needs to continuous process.

Interviewer: It’s a long term process, but it needs to be revised continuously, the training plan once it published, it needs to be continuously renewed as new ideas, new topic, new medium, they leads to confusing statistics, they can’t just develop and leave it there on shelf. So HR department is fully dedicated to the plan and its like once created and you can’t just leave it you still have to work on it every day.

Interviewee: Yes. But also, we talked about forehand, it is very important at the moment. It’s not just training, its training and development and its development of the individuals. So that individuals, you can’t just train them and say you are done now. You need to look at the results from development plan, from 360, from the other evaluation tools to identify where the gap is? They have to be aware of the status, they are going for certain emotions, they need to develop certain skills and it needs to have specific plan for every individuals and it needs to be continuously measured

Interviewer: So what I can understand is, it is not just creating a plan and not executing it, you need to track the performance of the individual and you have to see what is the outcome of that training what was given to the guy. It is really planning and then executing and then tracking

Interviewee: Definitely, and I would also say that training and development plan need to be aligned to the whole employee life cycle wheel, so this is aligned to performance management so it is very important that learned individual is not in the training and development only, but in the organisation, for up the promotion that kind of stuff. So the important point in their life cycle in the organisation then is training and development.
Interviewer: So we can say that training plan should be aligned with the organisations objectives so that we can ensure that the stuff is moving ahead in terms of meeting the organisation’s goals as well.

Interviewer: In your view, what do you think, could be the possible ways to deal with multi-generational workforce in context of training?

Interviewee: PAUSE, certainly you need to look at the traits of Gen Y and at the traits of Gen Z, they don’t know yet, but certainly one, over a time, requirement to these individuals is to ask not to be told. So certainly in approach for designing training, ok you can’t customised, you can’t ask to deliver on everyone that they require but certainly rather than giving them pre-defined training approach, developed, you can certainly framework together that covers that, but they need to be engaged they need to be asked. In tailoring of the plan they need to be engage. So this engagement and involvement, I say is crucial, no matter what medium you chose they need to be fully engaged according to their customised plan.

So, I think it’s the approach I would recommend to those people

Interviewer: So rather the method you more focussed on approach, methods will be absolutely based on their needs.

Interviewee: Yes

Interviewer: In your opinion, which training methods could be helpful in achieving the potential benefits from a training program?

Interviewee: In short, I would say, what suits to the learner. The training process could be a success if it meets the criterion of both, the trainer and trainee. Trainers wants to equip the learner with the job related skills but a learner will only when the approach is in accordance with their learning style. Gen Y likes to learn through technology, so provide them web based trainings, whereas simple, eye-catching things are suitable for Gen X, so train them with Role-play, games etc.
Interviewer: What would you say about emotional intelligence?

Interviewee: *Emotional Intelligence characteristics are leadership characteristics when you are developing your managers or leaders, the emotional intelligence framework is core and that should form a foundation for your leadership competencies, your leaders should be charismatic, they should be engaging they should be good communicators, those competencies are based on the emotional intelligence characteristics, so its building around the leadership, it’s not looking at skills for say looking at competencies, leadership competencies. So related thinking in this particular area is emotional intelligence.*

Interviewer: Do you thing including training for emotional intelligence can make a difference in facing the challenges created by conflicts of a multigenerational workforce?

Interviewee: *PAUSE, using emotional intelligence in training the floor staff can be proved effective, depending on the capabilities of the individuals who are going to get this training. As said that emotional intelligence is the coaching for emotions, it helps in building relationships, it enhances the communication skills and assist the individual to understand the feelings of others, therefore it will help the individuals to accept different learning styles resulting in reduced conflicts between generations and increased learning. But in terms of how it actually delivered, a lot of it is through coaching, coaching development.*

*You can’t get it in class room. It is certainly communicated a framework in a class room but in order to develop leaders and that’s where leadership departments are creating leadership development program. They are looking at 360, you want to start with current behaviour what is your current behaviour, and 360 is a way that basically looks at how you perform as child, as teenager, as adult, it is at a core behaviour, not how u behave at work or who u fundamentally are.*

360 is a very effective to look at this assessing, leadership and emotional intelligence identifies the particular competencies that u should be developing around the leadership and are very effective in promoting to leadership role. Gen X is quite experienced and will be in leadership position very soon, if already not in some cases, and Gen Y are starting their careers, not in leadership bracket but the business environment will be throwing them in senior positions very soon because of the
vacancies created by baby boomers and Gen X as well. Therefore it not wise to wait for Yers to be in the leadership bracket, instead we need to develop from today to get the potential leaders for coming business world which is, looking at the current scenarios, going to be more challenging in future.
Appendix 15: Interview with Senior Consultant

Interviewer: Hello, How are you doing?
Interviewee: I am fine, Thanks how about you?

Interviewer: I am fine too, thanks for asking and thanks for your time and help and if you are OK then shall we start the interview?
Interviewee: Sure, please go ahead

Interviewer: Could you please throw some light on the key challenges faced by the organisation at present?
Interviewee: There are many challenges encountered by organisations in this tough time but the some key things everyone is struggling is to maintain the current workforce and retain the right people as in the current climate talented people are the one who leave first and it’s difficult to keep them. So HR managers are facing tough time to retain the right pool of people.

Interviewer: Ok, my second question is ‘In your view, what are the key challenges in context of training, organisations are facing at present?’ Let me give you some options, is it financial support, time, lack of resources, lack of management commitment, multigenerational workforce or others?
Interviewee: In my view the major challenges faced by HR managers today is the financial support from management as organisations don’t have enough money to run their key business operations and training is there last priority at this time. Also, management is not focusing on the training and resources are not available for training as they are overloaded with extra work as a result of reduced workforce.

Interviewer: Why do you think an organisation provide training to their employees?
Interviewee: Each organisation functions differently even though they are in same business so when a new employee joins the organisation and even though he has same business experience but he still requires some training around organisation functions and business processes. Also training is important for the new joiners to help them to
understand business and learn business processes in efficient manner to perform their job efficiently.

Interviewer: Question 4: To what extent do you still relay on traditional training methods (e.g. Lectures, role play, etc.) and do you think the traditional methods are suitable for the employees of all ages?

Interviewee: It depends on the training requirements but these are the key training methods used in the organisations.

Interviewer: To what extent do you think new and innovative training methods (like blogs, twitters, etc) should be added to the training programs to cover the needs of multigenerational workforce?

Interviewee: I would say it again what training is given and who it is given if it’s for the older people then I would stick to the older or traditional training methods like class room training or lectures but if it’s for the newer generation then I would definitely support using new training methods like bogs, twitters etc. as new generation people are more familiar and using in daily life.

Interviewer: My next questions is, To what extent do you think creating a training plan to cover multi-generation workforce’s needs in an organisation, is more challenging for any organisation?

Interviewee: It’s is very challenging to create a robust training plan to cover all the staff needs and should also align the organisation objectives. Also, considering the training effectiveness it’s important to design a training plan to address all the generations’ needs.

Interviewer: In your view, what do you think, could be the possible ways to deal with multi-generational workforce in context of training?

Interviewee: I think it’s difficult to meet everyone training needs but same time it is important to develop an effective training plan and I think the best way is to assess all the individuals training needs and identify the suitable training methods to deliver the training.
Interviewer: In your opinion, which training methods could be helpful in achieving the potential benefits from a training program?

Interviewee: I would say it’s again it depends on individual needs if they are from old school then classroom or lecture may suit them best but if they are fresher out of college then Boot Camp or video material may suit them better.

Interviewer: What would you say about emotional intelligence?

Interviewee: I don’t know much about it but I know that it should be considered while designing the training plans for senior management.

Interviewer: Do you think including training for emotional intelligence can make a difference in facing the challenges created by conflicts of a multigenerational workforce?

Interviewee: Yes, I think emotional intelligence can certainly help in addressing challenges faced for training the multigenerational workforce. It improves the relationship and communication process between trainer and trainee as they understand each other better.
Appendix 16: Pre-Master’s Score Sheet
Appendix 17: Time Management Sheet
## Appendix 18: Researcher’s SWOT Analysis

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• My trust on me and my abilities.</td>
<td>• Feel nervous in group presentations.</td>
</tr>
<tr>
<td>• Believe in perfection; try completing each task to its best.</td>
<td>• Cannot handle criticism positively.</td>
</tr>
<tr>
<td>• Positive Attitude, always see the positive side of problems and try to</td>
<td>• Find difficult to talk with unknown people on general subjects.</td>
</tr>
<tr>
<td>look for solutions/alternates rather issues/hurdles.</td>
<td>• Cannot work easily in pressure.</td>
</tr>
<tr>
<td>• Team player, believe in team spirit.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Options available to join any firm at a reputative position after completing</td>
<td>• Always being topper in class puts pressure and demanding.</td>
</tr>
<tr>
<td>my MBA.</td>
<td></td>
</tr>
<tr>
<td>• Options available in research area for PhD.</td>
<td>• Family pressure and responsibilities as a mother.</td>
</tr>
<tr>
<td>• Option available to join Engineering College as Lecturer and management</td>
<td></td>
</tr>
<tr>
<td>consultant.</td>
<td></td>
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</table>