

**GENERATION DIFFERENCES IN WORKPLACE
VALUES
AND STRATEGIES TO MINIMIZE THE CONFLICT:
A CASE STUDY OF GANO EXCEL INDUSTRIES**

**A project paper submitted to the College of Law, Government and
International Studies in partial fulfillment of the requirements
for the degree of Master of Science (International Business)**

By

CHAN SHU YI (813231)

**GHAZALI SHAFIE GRADUATE, SCHOOL OF GOVERNMENT
UNIVERSITY UTARA MALAYSIA**

JUNE 2014

PERMISSION TO USE

In presenting this thesis in partial fulfillment of requirements for a post graduate degree from University Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for copying of this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor or, in her absence, by the Assistant Vice Chancellor of College of Law, Government and International Studies (COLGIS), UUM. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall due recognition shall be given to me and to University Utara Malaysia for any scholarly use which may be of any material from thesis.

Request for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:

Assistant Vice Chancellor
College of Law, Government and International Studies (COLGIS)
Ghazali Shafie Graduate School of Government
University Utara Malaysia
06010 Sintok
Kedah Darul Aman

ACKNOWLEDGEMENT

I would like to express my thanks to all those people who have helped me in making this dissertation possible.

First and foremost, I would like to express my most and deepest appreciation to my supervisor, Dr. Marlin Marissa Malek binti Abdul Malek who plays a very important way in guidance, encouragement and advices throughout the process of completing this project paper. It would not have been possible without her guidance and persistent help in this project paper.

Secondly, a very sincere appreciation goes to my manager, Mr. Lew for his supporting in this project paper. His encouraging words, comfortable manner and sound advice throughout the process gave me a measure of stability that was both needed and very much appreciated.

Besides, word of appreciation also goes to PhD candidates; Mr. Lee, Mr. Chet and Ms Carol for their probing intellect, high expectations and invitation to consider new ideas and information and also my course mate Madam Nasriah, Miss Nik, Mr. Ilham, Mr. Narsul, Ms Rose, Ms Fikah, Ms Indra, Ms Cindy and Ms Zuriati for their tolerance and concerns. I am truly indebted for their contribution in terms of time, patience, attentions and efforts for the completion of this project paper.

Next, a special place in my memory, I would like to thanks Prof. Dr. Rosna Awang Hashim for always support me to further my master study. A very special thanks to my beloved brother Mr. Percy Chan for always remind me to do my homework. Most of all my parent Mr. Chan and Madam Lee whose love, faith, patience, and support, has given me the peace of mind to complete this study.

Last but not least, many thanks to all of my friends especially to Mr. Ooi, my colleagues and all individuals who are involved direct and indirectly in the process of completing this study.

Thanks a million to all of you. Without your all participations, this study would not have been completed. Together we have earned this degree. Thank you.

ABSTRACT

Generational conflicts in values, perspectives, attitudes and behaviors are nothing new, but they can be difficult to reconcile in the workplace. Lack of attention to generational differences will make any company less efficient. So, this study used quantitative measures to investigate the generational differences in workplace values and qualitative measures to identify the strategies to minimize the conflict in Gano Excel Industries. Questionnaires were sent to local and oversea employees who come from Italy, Spain, Portugal, Cyprus, Netherland, France, Germany, Austria, United Kingdom, Romania and Turkey and 120 respondents participated in this survey. Interviews with 10 managers from the company were also done. There are R1, R2, R3 and R4 who are based in local office, while R5 from Italy, R6 from UK, R7 from Cyprus, R8 from Turkey, R9 from Romania and R10 from Netherland. Rokeach Values Surveys (RVS) by ranking scale had been used in this study to investigate the different work values of the employees from different generation. It is hope that the outcome of this study can be a benchmark for the management to improve Human Resources Management (HRM) and will be beneficial to the management employees, decision makers, researchers, academicians, and also particular society in order to plan the effective ways to achieve work values of the employees in a company.

TABLE OF CONTENTS

TITLE OF PAGE	i
PERMISSION TO USE	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
DEFINITION OF KEY TERMS	xi
1. CHAPTER 1: INTRODUCTION	1
1.0 Chapter Introduction	1
1.1 Background of Study	1
1.2 Problem Statement	5
1.3 Research Questions	7
1.4 Research Objective	7
1.5 Research Significant	8
1.6 Organization of Chapters	9
2. CHAPTER TWO: LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Review of the related literatures	11
2.1.1 Values	12
2.1.1.1 Definition of work values	12

2.1.1.2 Rokeach Values Surveys (RVS)	13
2.1.2 Generations	15
2.1.2.1 Characteristics of three generations	15
2.1.2.2 Factors that influence generation gap	15
2.1.2.3 Generational conflicts	20
2.1.2.4 Resolving generational conflicts	21
2.2 Research Framework	23
2.3 Hypotheses	25
2.4 Chapter Conclusion	26
	27
3. CHAPTER THREE: RESEARCH METHODOLOGY	28
3.0 Introduction	28
3.1 Research Design	28
3.2 Population and Sampling	31
3.3 Data Collection	32
3.3.1 Primary Data	33
3.3.2 Secondary Data	35
3.4 Instruments of the Research	36
3.5 Measurement of the Research	38
3.5.1 Nominal Scale	38
3.5.2 Rokeach Values Surveys	39
3.5.3 Ordinal Scale	40

3.5.4 Semi-structured Interviews	41
3.6 Data Analysis	41
3.7 Summary	42
4. CHAPTER FOUR: FINDINGS	44
4.0 Introduction	44
4.1 Background of Respondents	44
4.2 Findings of Terminal Value	49
4.3 Findings of Instrumental Values	56
4.4 Findings of the Interview	61
5. CHAPTER FIVE: CONCLUSION	73
5.0 Conclusion	73
5.1 Limitation of the Research	79
5.2 Recommendation for future Research	80
REFERENCES	83
APPENDICES	87

LIST OF TABLES

- Table 1 : List of Terminal Values 7 Instrumental Values
- Table 2 : Characteristics of baby Boomers, Generation X & Generation Y
- Table 3 : A Summary of Conflict Prevention Strategies
- Table 4 : Summary of the frequencies by respondent background
- Table 5 : Frequencies of respondents by Gender
- Table 6 : Frequencies of respondents by Status
- Table 7 : Frequencies of respondents by Nationality
- Table 8 : Frequencies of respondents by Age
- Table 9 : Frequencies of respondents by Level of Education
- Table 10: Frequencies of respondents by Monthly Income
- Table 11: Ranking of Terminal Values by Generation
- Table 12: Family Security - Age Cross tabulation
- Table 13: Happiness - Age Cross tabulation
- Table 14: A World Beauty - Age Cross tabulation
- Table 15: inner harmony - Age Cross tabulation
- Table 16: Ranking of Instrumental Values
- Table 17: Honesty - Age Cross tabulation
- Table 18: Responding - Age Cross tabulation
- Table 19: Ambition – Age Cross tabulation
- Table 20: Answer for question 2 (interview)
- Table 21: Answer for question 4 (interview)

Table 22: Strategies to minimize the generation gap

LIST OF FIGURES

Figure 1 : Logo of the Gano Excel Industries

Figure 2 : Independent variables & Dependent variables

Figure 3 : Method of Data Collection

DEFINITION OF KEY TERMS

NO	KEY TERMS	DEFINITIONS
1	Baby Boomers	Born between the years 1945 and 1964, they were born during or after World War II and raised in the era of extreme optimism, opportunity, and progress.
2	Generation X	The generation X, born between 1965 and 1979 was the first generation raised on “to do lists” and grew up with high rate of blended families.
3	Generation Y	The newest generation to join the workforce born between 1980 and 1999, which their lives have been shaped by events such as school violence, the digital age, reality TV, 9/11, the War on Terror, and Web-based social networking.
4	GE	Gano Excel
5	HRM	Human Resource Management
6	HR	Human Resource
7	HQ	Headquarter
8	MLM	Multi-Level Marketing
9	IB	International Business
10	Millennial	Nickname for Generation Y, for more details refer Generation Y

CHAPTER 1: INTRODUCTION

1.0 CHAPTER INTRODUCTION

This study is conducted with the purpose of investigating the generational differences in workplace values and strategies to minimize the conflict at a Multi-Level Marketing (MLM) company. This chapter begins with the background of the research which discussed about the generation gap in the company and why MLM Company had been chosen to be study in this research. The chapter will continue to determine the problem statement which link to create the research questions. Following section is to describe the research objectives and the significant of the study. Lastly, a summary of organization chapter will be brief by the author in this chapter.

1.1 BACKGROUND OF STUDY

In today business world, there is a difficulty of views, interests, attitudes, social norms and values in the workplace (Murphy, Gibson & Greenwood, 2010). The latter, work values among different generations are discussed in this study.

Today's workforce is comprised of employees separated by three and even four distinct generational perspectives. According to Smith (2010), there is always different of views, values, attitudes, motivations and life experiences among the 20-somethings, 40-somethings and 60-somethings workers in a company. We called them Generation Y, Generation X and Baby Boomers. Generation Y were

The contents of
the thesis is for
internal user
only

REFERENCES

- Armour, K. and Yelling, M. (2004). Professional 'development' and professional 'learning': bridging the gap for experienced physical education teachers. *European Physical Education Review*, 10 (1), 71-74.
- Armour, K. and Makopoulou, K. (2005). Independent Evaluation of the National PE-CPD Programme. School of Sport and Exercise Sciences, Loughborough University.
- Bartley, S.J., Ladd, P.G. and Morris, M (2007). Managing the multigenerational workplace: Answers for Managers and Trainers. *CUPA HR Journal*, 58(1), 28-34.
- Braithwaite V. A. and Law H. G. (1985). Structure of human values: Testing the adequacy of the Rokeach Value Survey. *Journal of Personality and social psychology*. 49 (1), 250-263.
- Broderick, P. C. and Blewitt, P. (2003). *The life span: Human development for helping professionals*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Behrens, W (2009). Managing Millennial. *Marketing Health Services*. 29(1), 19-21
- Cherrington, D. J., Condie, S. J. and England, J. L. (1979). Age and work values. *Academy of Management Journal*, 3, 617-623.
- Chiles, S. (2005). The multi-generational workplace. *Travel Trade*, 11.
- Crampton, S. M. and Hodge, J. W. (2007). Generations in the workplace: Understanding age diversity. *The Business Review*, Cambridge, 9(1), pp 16–23.
- Eisner, S. (2005). 'Managing Generation Ys', *A.M. Advanced Management Journal*, 70, 4: 4–15.
- Fink, S (2010). Take the Multigenerational approach to resilient workplace team. *Communication Briefings*, 29(12), 9-10.
- Foo S. and Rashad Y. (2013). The issues of generational conflicts in workplace and solutions for it. *Journal of Business Management*.
- Gahan, P. and Abeysekera, L.(2009). What shapes an individual's work values? An integrated model of the relationship between work values, national culture and self-construal. *The International Journal of Human Resource Management*, 20(1), 126-147.

Herzog, A. R., Franks, M. M., Markus, H.R. and Holmberg, D. (1998). Activities and well-being in older age: Effects of self-concept and educational attainment. *Psychology and Aging*, 2, 179-185.

Jane W. and Regina A. (2009). Generational differences in the workplace: personal values, behaviors and popular beliefs. *Journal of diversity management*. 4(3).

Johnson, J. A. and Lopes, J. (2008). The intergenerational workforce revisited, *Organizational Development Journal*, 26, (1), pp. 31 – 37.

Johnston and Charles S. (1995). The Rokeach Value Survey: Underlying structure and multidimensional scaling. *Journal of Psychology*, 129(5), 583-597.

Jorgensen, B. (2003). ‘Baby Boomers, Generation X and Generation Y? Foresight: The Journal of Futures Studies, Strategic Thinking and Policy, 5, 4: 41–9.

Lancaster, L. and Stillman, D. (2002). *When Generations Collide: Who They Are. Why They Clash. How to Solve the Generational Puzzle at Work.* Collins Business. New York.

Leow S. S. (2008). *Business Opportunities handbook*.

Lester, S., Claire, E., and Kickul, J. (2001). Psychological contracts in the 21st century: what employees’ value most and how well organizations are responding to the expectations. *Human Resource Planning*, 24(1), 10–21.

Lyons, S. (November 2005). Are gender differences in basic human values a generational phenomenon? *Sex Roles: A Journal of Research*. Retrieved May 13, 2008 from http://www.findarticles.com/p/articles/mi_m2294/is_910_53/ai_n16084047/print

Macon, M., and Artley, J. (2009). Can’t we all just get along? A review of the challenges and opportunities in a multigenerational workforce. *International Journal of Business Research*, 9(6), 90-94.

Mahdi, L. C., Foster, S., and Little, M. (1987). *Between & between: Patterns of masculine and feminine initiation.* LaSalle, ILL: Open Court.

Marion W. (2011). *Rethinking Generation Gaps in the Workplace: Focus on Shared Values.*

Martin, C.A. and Tulgan, B. (2001). *Managing Generation Y.* HRD Press. Harvard.

Murphy Jr., E. F., Gibson, J., and Greenwood, R. A. (2010). Analyzing generational values among managers and non-managers for sustainable organizational effectiveness. *SAM Advanced Management Journal* (07497075), 75(1), 33-55.

Patota, N., Schwartz, D. and Schwartz, T. (2007). Leveraging generational differences for productivity gains. *Journal of American Academy of Business, Cambridge*, 11(2), pp. 1-11.

Penttila, C. (2009). Talking about my generation. *Entrepreneur*, 37(3), 53-55.

Petroulas, E., Brown, D., and Sundin, H. (2010). Generational Characteristics and Their Impact on Preference for Management Control Systems. *Australian Accounting Review*, 20(3), 221-240.

Roberts, A. (2005). 'Generation Y: What it Means for Chartered Accountants', *Chartered Accountants Journal of New Zealand*. 84, 11: 42-3.

Rodney H. and Terry L. (2012). Identifying strategies to minimize workplace conflict due to generational differences.

Rokeach, M. (1968). Beliefs, attitudes, and values: A theory of organization and change.

Rokeach, M. (1973). *The Nature of Human Values*. New York: The Free Press.

Ros, M., Schwartz, S., and Surkiss, S. (1999). Basic individual values, work values, and the meaning of work. *Applied Psychology: An International Review*, 48 (1), 49-71.

Sabir, A. A. (1980). Work values and attitudes: A review of recent research and its implications. *Interchange*, 11(3), 1-12.

Schulz, R., and Heckhausen, J. (1996). A life span model of successful aging. *American Psychologist*, 7, 702-714.

Shimonaka, Y., and Nakazato, K. (2001). The development of personality characteristics of Japanese adults. *The Journal of Genetic Psychology*, 1, 37-46.

Smith, J., and Clark, G. (2010). New games, different rules--millennials are in town. *Journal of Diversity Management*, 5(3), 1-11.

Streeter, B. (2007). Welcome to the new workplace. *ABA Banking Journal*, 99(12), 7-15.

Twenge, J.M. and Campbell, S.M. (2008). 'Generational Differences in Psychological Traits and their Impact on the Workplace'. *Journal of Managerial Psychology*, 23, 8: 862–77.

Wagner, K. (2007). Filling the gap. *Journal of Property Management*, 72(5), 29-35.

Weiss, J. C. (1995). Cognitive therapy and life review therapy: Theoretical and therapeutic implications for mental health counselors. *Journal of Mental Health Counseling*, 2, 157-173.

Xardel, Dominique (1993). *The Direct Selling Revolution. Understanding the Growth of the Amway Corporation*. Blackwell Publishing. pp. 1–4.

Zemke, R., Raines, C. and Filipczak, B. (2000). *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*. Performance Research Associates. New York.

Zemke, R., Raines, C., and Filipczak, B. (1999, November.). Generation Gaps in the classroom. *Training*, 48-54.

Zikmund W.G, (2010) *Business Research Methods* text book. 8th edition.

APPENDIX 1:

ELECTRONIC MAIL

**MESSAGE TO REQUEST GANO EXCEL WORKERS FOR
QUESTIONNAIRE SURVEY**

10TH NOVEMBER 2013

Dear colleague,

Good day to you.

As a staff of Gano Excel Company, I know how busy we are, but I'm asking you to complete a survey.

In the next few days, you will receive a survey from me and it take around 10-15 minutes to complete. It is designed to identify work values among different generation at Gano Excel Company.

Best wishes and many thanks for your time.

Sincerely,

Jackie Chan SY
International Business Training Executive
Gano Excel Industries
Email: sy.chan@ganoexcel.com

APPENDIX 2:

ELECTRONIC LETTER

LETTER TO INVITE GANO EXCEL WORKERS FOR

QUESTIONNAIRE SURVEY

15TH NOVEMBER 2013



UNIVERSITY UTARA MALAYSIA

**COLLEGE OF LAW, GOVERNMENT & INTERNATIONAL STUDIES
(COLGIS)**



UNIVERSITY UTARA MALAYSIA

COLLEGE OF LAW, GOVERNMENT & INTERNATIONAL STUDIES (COLGIS)

Dear Sir/Madam/Ms:

My name is Chan Shu Yi and I am a student of University Utara Malaysia. As part of the course requirement for Master Science of International Business from University Utara Malaysia (UUM), I am conducting a study to investigate the **GENERATION DIFFERENCES IN WORKPLACE VALUES**. This letter is an invitation to you to participate in the research needed for completion of my dissertation entitled: Different work values between Baby Boomers (those born in 1940 to 1964), Generation X (those born in 1965 to 1979) and Generation Y (those born in 1980 to 1999) in Gano Excel.

Enclosed is a survey form. Please return the completed survey to me by 30th November 2013. There are two sections of the questionnaire. Section A is regarding respondent demographic details while Section B is regarding the work values of the respondent, which separate into terminal values-describe ultimate end-goals of existence and instrumental values- describe the behavior to achieve end-goals.

Your participation on this evaluation is voluntary and all information is confidential. All responses to this survey are anonymous; there is no way for your responses to be linked to you. I know that your time is valuable and hope that you will take the time (an estimated 10-15 minutes) to complete the survey. Please note completion of the survey implies consent to participate.

Thank you very much for your time and assistance.

Prepared By,

CHAN SHU YI (JACKIE)

Master of International Business, UUM

International Business Training Executive, GE

APPENDIX 3:

ELECTRONIC QUESTIONNAIRE

SAMPLE OF QUESTIONNAIRE SURVEY

15TH NOVEMBER 2013



UNIVERSITY UTARA MALAYSIA

**COLLEGE OF LAW, GOVERNMENT & INTERNATIONAL STUDIES
(COLGIS)**

ROKEACH VALUES SURVEY

Instruction: Please take a few moments to complete this Rokeach Values Survey (RVS). Your responses will be used for research purposes only. Please return this Survey *no later than SATURDAY, 30th November 2013*. Thank you for your time!

Section A: Demographic Information

The questions in this section are asked for statistical purposes only and are strictly confidential. Please tick (/) one response for each of the questions below.)

Gender		Male		Female
Status		Single		Married
Nationality		Malaysian		Non-Malaysian
Age	()	Born between year 1940-1964		
	()	Born between year 1965-1979		
	()	Born between year 1980-1999		
Level of Education	()	High school or less		
	()	Diploma or Vocational Training		
	()	Bachelor Degree		
	()	Master Degree		
	()	PhD or Doctoral		
Monthly Income	()	< RM2500		
	()	RM 2500-RM4000		
	()	RM 4001-RM6000		
	()	> RM 6000		

Section B: Work Values

Please rank the following aspects according to ultimate end-goals of existence with one (1) as your top most priority and eighteen (18) as your least priority.

TERMINAL VALUES	Rank
True Friendship (close companionship)	
Mature Love (sexual and spiritual intimacy)	
Self-Respect (self-esteem)	
Happiness (contentedness)	
Inner Harmony (freedom from Inner conflict)	
Equality (brotherhood, equal opportunity for all)	
Freedom (independence, free choice)	
Pleasure (an enjoyable leisurely life)	
Social Recognition (respect, admiration)	
Wisdom (a mature understanding of life)	

Salvation (saved, eternal life)	
Family Security (taking care of loved ones)	
National Security (protection from attack)	
A Sense of Accomplishment (a lasting contribution)	
A World of Beauty (beauty of nature and the arts)	
A World at Peace (free of war and conflict)	
A Comfortable Life (a prosperous life)	
An Exciting Life (a stimulating active life)	

Please rank the following aspects according to behavior for achieving such end-goals of existence with one (1) as your top most priority and eighteen (18) as your least priority.

INSTRUMENTAL VALUES	Rank
Cheerful (lighthearted, joyful)	
Ambition (hard-working, aspiring)	
Love (affectionate, tender)	
Clean (neat, tidy)	
Self-Control (restrained, self-discipline)	
Capability (Competent, effective)	
Courage (standing up for your beliefs)	
Politeness (courteous, well-mannered)	
Honesty (sincere, truthful)	
Imagination (daring, creative)	
Independence (self-reliant, self-sufficient)	
Intellect (intelligent, reflective)	
Broad-Mindedness (open-minded)	
Logic (consistent, rational)	
Obedience (dutiful, respectful)	
Helpfulness (working for the welfare of others)	
Responsibility (dependable, reliable)	
Forgiveness (willing to pardon other)	

Thank you for completing the questionnaire.
I'm really appreciated your co-operations. Have a great day ahead!

APPENDIX 4:

ELECTRONIC MAIL MESSAGE

**TO FOLLOW UP GANO EXCEL WORKERS PARTICIPATE IN
THE SURVEY**

30TH NOVEMBER 2013



**UNIVERSITY UTARA MALAYSIA
COLLEGE OF LAW, GOVERNMENT & INTERNATIONAL STUDIES
(COLGIS)**

Dear colleague,

Greetings!

Do you remember the joys/tribulations of collecting data during your schooling? I am sure that you do! Anyway, a check of my records indicates that I have still not received a response yet from you to my survey request. I am still trying to increase my response rate. Knowing that it is possible that you may never receive the survey questionnaire, I am here sending you another complete survey questionnaire for answer.

The survey takes 10 - 15 minutes to complete. Being one of the staff of Gano Excel Company, I know that your schedule is very busy (particularly at the end of the year). My hope is that you would be willing to assist me by allocating a few minutes of your time to complete the brief survey. Your confidentiality is guaranteed. I will be the only person to see and report these data.

Enclosed is a survey form. If at all possible, please mail your completed survey back to me as soon as you are able. Your participation will contribute greatly to the success of this research.

Thank you for your help in increasing my survey response rate. I really appreciate your assistance.

With warmest regards,

Jackie Chan SY
International Business Training Executive
Gano Excel Industries
Email: sy.chan@ganoexcel.com

APPENDIX 5:

ELECTRONIC LETTER

TO INVITE GANO EXCEL MANAGER TO PARTICIPATE IN INTERVIEW

16TH DECEMBER 2013



**UNIVERSITY UTARA MALAYSIA
COLLEGE OF LAW, GOVERNMENT & INTERNATIONAL STUDIES
(COLGIS)**



UNIVERSITY UTARA MALAYSIA

COLLEGE OF LAW, GOVERNMENT & INTERNATIONAL STUDIES (COLGIS)

Gano Excel Industries

Lot 2774, Lebuhraya Bukit Kayu Hitam,

Pekan Asun, 06000 Jitra, Kedah.

Date : 16th December 2013

Dear Sir/Madam,

Goodday to you!

My name is Jackie, and I am a master candidate at University Utara Malaysia. I am pursuing a Master in International Business. This letter is an invitation to you to participate in the research needed for completion of my dissertation entitled: ***GENERATION DIFFERENCES IN WORKPLACE VALUES AND STRATEGIES TO MINIMIZE THE CONFLICT: A CASE STUDY OF GANO EXCEL INDUSTRIES***

This survey is requesting your opinions about a generation gap in the workplace between Baby Boomers (those born in 1940 to 1964), Generation X (those born in 1965 to 1979) and Generation Y (those born in 1980 to 1999). Lack of attention to generational differences will make any company less efficient. This research will identify the effective strategies in decreasing the generation gap at the same time the information can be used as a guide when dealing with those who are from different generation.

The interview section should take 10-15 minutes to complete. Enclosed here is the interview questions will be ask. Your individual response are very important to be study and all the information will be kept completely confidential.

As the manager of Gano Excel, I know how very busy life you can get and I also know how many special requests you received. But, I am here inviting you to participate in the interview. If you agree to participate in this project, please contact me directly at sy.chan@ganoexcel.com / csy2788@outlook.com or call (+6017) 4084249 for questions and scheduling. Appointment for individual can be schedule anytime at your convenience (no later than 15th February 2014) and can be done via SKYPE/ phone call.

Sincerely,

Jackie Chan SY

Master Student of IB, UUM

International Business Training Executive Gano Excel Industries

Email: sy.chan@ganoexcel.com / csy2788@outlook.com

Tel: 60174084249

APPENDIX 6:

ELECTRONIC SAMPLE OF INTERVIEW QUESTIONS



TO THE MANAGER IN GANO EXCEL

16TH DECEMBER 2013

Instruction: The question will only answer by the managers of Gano Excel only. It takes around 10-15 minutes to complete.

1. Do you have any Generation Y working within your department, or have you supervised any in the past?
.....
.....
2. What characteristics of Generation Y are you familiar with that are perhaps different from former generations?
.....
.....
.....
.....
.....
3. Have you experienced any generational conflict between Generation Y and former generations, such as Generation X or Baby Boomers?
.....
.....
4. If so, what contributing factors do you think have caused the most conflict within your department?
.....
.....
.....
.....
.....
.....
5. Has your department developed a strategy to address generational conflict? If so, what strategy was the most effective, and why is that?
.....
.....
.....
.....
.....
.....

Prepared By,

CHAN SHU YI (JACKIE)

Master of International Business, UUM

International Business Training Executive, GE

**Thank you for completing the interview.
I'm really appreciated your co-operations. Have a great day ahead!**