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# GENERATIONAL DIFFERENCES AMONG EMPLOYEES

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Generational Differences Among Employees

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# Abstract

This thesis is a result of personal interest related to the changes in the workforce, related to age and demands in Norway. As we are born in different generations, but are at the same stage in life, the threshold to the working life, we wanted to explore the possible challenges that awaits us after we have delivered this thesis.

The workforce appears to change every year, and by 2020, Generation Z will make up about 20% of it (Robert Half, 2019), and therefore we wanted to study this arising generation. We chose to compare it to the parent generation, Generation X. The aim of our study provide an elaboration of the differences and similarities, both within and between the generations. Stewart, Oliver, Cravens and Oishi (2017, p. 46) reported that Generation X have used several years to work their way up the career ladder, and therefore they feel like “old souls” in the workforce as the younger start entering the organizations. However, Chillakuri and Mahanandia (2018, p. 34) claimed that Generation Z can bring potential changes to the organizational landscape. It is therefore important that generational differences are welcomed and not overlooked.

We used a descriptive qualitative method, and the data was collected by using CurroCus group interviews (faster focus groups) (Hansen & Kraggerud, 2011). We had seven groups, a total of 36 participants, with 14 from Generation X and 22 from Generation Z. The participants were asked to discuss challenges, advantages, motivation factors, authority, flexibility, communication, loyalty, technology, teamwork and learning. All of the interviews were coded. The raw data was analyzed through an approach to grounded theory, where we ended up with 6 A-level categories for each generation, which represent our main findings.

We discovered that every employee has to be viewed as an individual with its own preferences, and these might not be related to age. In relation to differences *within* the generations, we could not find anything major, but we did however find differences *between* the generations. These differences were related to the Law of Jante, and the upbringing of the generations. Differences were also present in the usage of technology, where the younger seemed more dependent on it, as

well as more addicted to it. However, both generations expressed a fear of being replaced by technological devices.

**Key words:** Generations, Generation X, Generation Z, Employees, Grounded theory, CurroCus

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This thesis would have been much heavier for us to solve, if it was not for the helpful professors at the Norwegian School of Hotel Management, and we would therefore like to express our gratitude to those who helped us during this period.

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Rakel Juklestad Helgheim

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# 1.0 Introduction

The workforce appears to change every year, and by 2020, Generation Z will make up about 20% of it (Robert Half, 2019). Our findings show that Generation Z grew up with technology available at all times, as well as they are available themselves at all times. In addition, they have been called lazy and selfish by the older generations. Education has been more important, as well as companies demand more experience than before. How the generation deal with the changing society became of interest for the Norwegian TV channel TV 2 (2018) as well, who created a show about them, which only emphasized the focus on this emerging new generation (TV 2, 2018). Generation X on the other hand, are the parents of Generation Z. This generation grew up under different circumstances, which have influenced them.

Researchers have studied the differences between generations and within generations, and found that the different generations have different motivation factors. Generation X are motivated by an enjoyable atmosphere, freedom, fun and extra earning in return for extra working (Berkup, 2014, p. 226). Generation Z on the other hand, are motivated by opportunity for growth, generous pay, making a positive impact, job security, healthcare benefits, flexible hours and a manager to learn from (Robert Half, 2015). Generation X have the mindset 'work to live' (Berkup, 2014, p. 224), where Generation Z know that they have to work to realize their dreams (Ozkan & Solmaz, 2015, p. 480).

This thesis is a result of the different views the generations have about themselves as employees in the workplace. They used comparisons to highlight the differences and similarities between themselves and the other generation. We found it important to examine the different views, as the generations belong to different birth cohorts, and as Generation Z are the newcomer in the workforce.

## 1.1 Aim of the thesis

The aim of the thesis is to explore the different views on Generation X and Generation Z as employees in the workforce. Are there visible differences between the generations, and are there differences within the generations? Based on these questions we developed the research question:

*What are the main differences and similarities between employees within the generations, and what are the main differences and similarities between Generation Z and Generation X as employees?*

The research question will be answered thoroughly in accordance with previous research and collected data. To collect as much in-depth knowledge as possible about the two generations in focus, we chose to use CurroCus (Hansen & Kraggerud, 2011) as the method, and a grounded theory approach (Strauss & Corbin, 1990) for the analysis. The purpose of this thesis is to contribute to the science related to generational differences, as well as make organizations aware of the new emerging generation in the workforce. According to Chillakuri and Mahanandia (2018), Generation Z can bring potential changes to the organizational landscape, which is why generational differences must be considered important and not overlooked. It is also the reason why organizations have to reinvent themselves to accommodate the younger generations, in addition to the older generations (Chillakuri and Mahanandia, 2018, p. 34).

## 2.0 Literature review

### 2.1 Cohort

Twenge and Campbell (2001, p. 322) define a birth cohort as all people born in a given year. Further, Twenge and Campbell (2001, p. 322) claimed that the term cohort also can be used in a more general way in conjunction with generational differences. A cohort include a large number of birth years in the same group (Twenge & Campbell, 2001, p. 322), as a generation usually range between 15-20 years (Pew Research Center, 2015, p. 1). Therefore, a cohort spanning 15-20 years, will most likely include a diverse selection of people (Pew Research Center, 2015, p. 4).

Pew Research Center (2015, p. 4) stated that researchers often explain the generational differences with three different effects; *cohort effects*, *period effects*, and *life cycle, or age effect*. Concerning *the life cycle, or age effect*, the main generational difference between younger and older people, is what position they are at in their lives. Another effect that can cause different attitudes to emerge is a *period effect*. Among other things, this can be wars, economic booms and technological breakthroughs (Pew Research Center, 2015, p. 4). The growing visibility of gays and lesbians are according to Pew Research Center (2015, p. 5), seen as broader social forces, and they also impact everyone, regardless of age.

Furthermore, Pew Research Center (2015, p. 5) pointed out that the last effect is the *cohort effect*. “Differences between generations can be the byproduct of the unique historical circumstances that members of an age cohort experience, particularly during a time when they are in the process of forming opinions” (Pew Research Center, 2015, p. 5). However, occasionally, this can also be a result of a period effect, where the older generation experienced a war while the younger generation was not yet born. By understanding what brings forward these generational differences, we can get a better understanding of how public attitudes are being shaped (Pew Research Center, 2015, p. 5).

## 2.2 A generational breakdown

When defining generations, the birth years are what researchers tend to focus on, and to say the least, they vary in almost every research publication (William & Page, 2011, p. 10; Budac, 2015, p. 6; Grubb, 2016, p. 20; Pew Research Center, 2015, p. 1; Kupperschmidt, 2000, p. 66; Twenge & Campbell, 2001, p. 322). The birth years and descriptions of the generations have several definitions because of the lack of standardized definitions (Grubb, 2016, p. 15). However, a generation is not only defined by its birth years. Kupperschmidt (2000) defined generation as “an identifiable group (cohorts) that shares birth years, age, location, and significant life events at critical development stages (times) divided by 5-7 years into first wave, core group and last wave” (Kupperschmidt, 2000, p. 66).

Pew Research Center (2015) reported that age appears to be a frequent measure of a generation, and that *one* of the most common predictors of differences in attitudes and behaviors, is an individual’s age. Moreover, Pew Research Center (2015, p. 1) stated that age represents two central characteristics about an individual: their membership in a group of people who were born at the same time, and what stage they are at in their lives - whether a child, young-adult, middle-aged parent or retiree (Pew Research Center, 2015, p. 1).

### 2.2.1 The Greatest Generation

Pew Research Center (2015, p. 3) claimed that ‘The Greatest Generation’ were born before 1928, and their age in 2015, when this report was written, was 88 to 100. At that time, they were only representing about 2% of the world’s population, and because the generation only represent a very small percentage, Pew Research Center do not report up-to-date data. Ronald Reagan stated that this generation “saved the world” when it was young, as they battled in World War II, and came out as the winning part (Pew Research Center, 2015, p. 3).

### 2.2.2 The Silent Generation

‘The Silent Generation’ were born between 1928 and 1945. In 2015 their age were from 70 to 87, and their share of the population was about 11% in the report by Pew Research Center (2015, p. 3). “Children of the Great Depression and World War II, their ‘Silent’ label refers to their

image as conformist and civic-minded” (Pew Research Center, 2015, p. 3). However, the label is not well known, and the report noted that the public have less familiarity to the “silent” label than other generation labels (Pew Research Center, 2015, p. 3).

### 2.2.3 The Baby Boomers

According to Pew Research Center (2015), the next generation was ‘The Baby Boom Generation’. They were between 51 and 69 years old in 2015, which means they were born between 1946 and 1964. They account for 30 percent of the population (Pew Research Center, 2015, p. 3). According to Berkup (2014), Baby Boomers are those born soon after World War II, and contains about 1 billion individuals. Baby Boomers are supposedly the biggest generation, and they are also viewed as the generation that formed the society. Following, this generation was also a part of several events linked to social-cultural, politics and economy (Berkup, 2014, p. 220). The author claimed that a nickname for the Baby Boomers was “Me-generation”, as they tended to be selfish and individualists, but they had to behave in such way, as they competed with 1 billion others. They lived by the rule “live to work”, and their slogan was “Thank God it’s Monday” (Berkup, 2014, p. 220).

### 2.2.4 Generation X

Following, the report by Pew Research Center (2015), explained that 27% of the population is ‘Generation X’, and they were born from 1965 to 1980, meaning they were between 35 and 50 years in 2015 (Pew Research Center, 2015, p. 3). Budac (2015, p. 219) agreed that the start of the generation was 1965, but ends the generation in 1979 instead. “The label overtook the first name affixed to this generation: the Baby Bust” (Pew Research Center, 2015, p. 3). During this time period the birthrate was low, which was a factor when the generation got its label. The book written by Douglas Coupland with the title, *Generation X: Tales for an Accelerated Culture* acted as a booster and made the label popular (Pew Research Center, 2015, p. 3).

### 2.2.5 The Millennials/ Generation Y

In Pew Research Center’s report (2015), ‘The Millennial Generation’ or ‘Generation Y’ as it is also called, are born after 1980 (Pew Research Center, 2015, p. 3). They have no ending date in this report, but according to Grubb (2016, p. 19), ‘Millennials’ are born between 1981 and 1997.

Grubb (2016, p. 20) and Pew Research Center (2015, p. 3) uses the exact same years for the generation. Grubb (2016, p. 20) has also included ‘Generation Z’, which she presents to be born from 1998 to present (Grubb, 2016, p. 20).

### 2.2.6 Generation Z

According to Budac (2015, p. 219), Generation Z were born between the mid 1990’s to 2010. However, the exact timeframe for the generation is not a collective agreement between scientists, and Dawson (2018, p. 64) claimed that the generation is born between 1997 to the present date of when her article was written. Priporas, Stylos and Fotiadis, (2017, p. 376) align with both Budac (2015, p. 6) and Dawson (2018, p. 64), by saying that Generation Z are young adults which are born from 1995, but the authors do not specify the end date of the generation. Pew Research Center (2019) noted that there is no chronological endpoint for Generation Z, so they set the date from 1997 to 2012, in 2019 (Pew Research Center, 2019). Williams and Page (2011, p. 10) include those born in 1994 as well in their definition of Generation Z. Generation Z have several nicknames, such as “Tweens, Baby Bloomers, Generation 9/11, and Generation XD” (Williams & Page, 2011, p. 10).

In 2018, the Norwegian Television Channel TV 2 made a TV series where they followed seven young talents placed in what we call Generation Z. Their description of the series is “We follow seven people that are young talents within different branches, industries and fields of interest. And they are passionate about what they are doing”. Further, they describe the generation as “better, more ambitious and more change-oriented than any other generation. They have high expectations, both for themselves and their surroundings” (TV 2, 2018).

## 2.3 A deeper understanding of Generation X and Z

As already explained in the introduction of this thesis, we have chosen to focus on Generation X and Z. Therefore, we have elaborated about these two generations in this chapter with a focus towards them as employees.



### 2.3.1 Generation X

According to Berkup (2014, p. 221), Generation X have some traits from their parents who were the Baby Boomers, the workaholic generation. They are "... considered as a transitional generation between the old generations remaining loyal to tradition and new generations of technology" (Berkup, 2014, p. 221). Several events was part of shaping Generation X, such as "...Vietnam War, Personal Computers, First AIDS Cases, Space Shuttle Challenger Disaster, Fall of Berlin Wall, Gulf War and a rapidly advancing technology that could enable broadcasting of this war live on TV" (Berkup, 2014, p. 221). Regarding numbers, the generation is smaller than their parents, the Baby Boomers, and they are less competitive (Berkup, 2014, p. 221). Further, Berkup (2014) explain that Generation X were the first generation that thought outside of country boundaries, and more globally, which were related to the events all over the world (Berkup, 2014, p. 221).

#### Generation X as employees

According to Berkup (2014, p. 224), Generation X's values and beliefs regarding work were 'work to live' and 'work wisely rather than working long hours'. In addition to that, they are concerned with structure and guidance at their workplace (Berkup, 2014, p. 224). It is important for Generation X to have a flexible career, as well as there is room for promotion and more experience through tasks within and outside the corporation. Even though they will not stop working until they have reached results, they still want a job where they are allowed 'to have a life', which is where the flexibility is essential (Berkup, 2014, p. 224).

When it comes to communication and environment at work, they prefer informal, direct and electronic communication (Berkup, 2014, p. 225). This is however, the opposite of what Stewart et al. (2017, p. 46) stated, as they claimed that vocalizing with colleagues is the preferable communication method for Generation X. On the other hand, Berkup (2014, p. 225) added that when it comes to solving conflicts with colleagues, Generation X lean towards open communication, which is similar to Stewart et al.'s (2017, p. 46) statement, where they convey that vocalizing concerns and questions are preferred. Generation X see their colleagues as friends, which might make this open communication easier (Berkup, 2014, p. 225). If necessary, Generation X are willing to change job and listen to inner feelings, rather than focusing on

loyalty towards the corporation. Despite the fact that Generation X are interested in flexibility and a “life outside work”, they want there to be a clearer balance between family and work (Berkup, 2014, p. 225).

Berkup (2014) noted that when it comes to authority at work, Generation X have less confidence in authority and are not easily affected by it. This is in contrast with the younger workers, as they have high confidence in authority, and respect the authority that might lead them to improve their talents (Berkup, 2014, p. 226). Rødvei (2002) wrote that Generation X might not accept sayings like “This is how it is because the boss says so”. Instead, he/she expects to be explained the rational arguments and reasons behind the actions, and he/she will expect to have a part in decisions that concern the organization or him/her self (Rødvei, 2002, p. 27). This statement is supported by Klie (2012, p. 29), who stated that Generation X does not like being told what to do. Berkup (2014) asserted that Generation X have the mentality ‘I may retire earlier if I save my money’, and they also have a desire to have different careers and experiences. What motivates and drives this generation are among other things an enjoyable atmosphere, freedom, fun, and extra earning in return for extra working (Berkup, 2014, p. 226).

Stewart et al. (2017, p. 46) reported that Generation X and older generations worked their way up the career ladder for several years, and that the new workforce, also known as the younger generations, make the older generations feel like ‘old souls’ in the workplace. As Budac (2015, p. 6) also claimed, the younger generations prefer communication through texting, while Generation X prefer vocalizing their questions and concerns (Stewart et al., 2017, p. 46). Stewart et al. (2017, p. 46) believed that older colleagues have something to learn from each new generation. Further, the authors considered this to lead to a competitive advantage, as long as the employees will embrace the change that comes with the new recruits (Stewart et al., 2017, p. 46).

#### Promotion and personal development

Generation X have a desire for promotion to happen quickly (Smola and Sutton 2002, p. 376). However, Berkup (2014) noted that Generation X have an open mind when it comes to changes in their business life, and this is one of their biggest advantages. Personal development is also of significant value to the generation, and therefore, they search for work that is pleasant and free

(Berkup, 2014, p. 221). Following, a finding by Smola and Sutton (2002, p. 376), showed that Generation X believed that “working hard makes one a better person.” Berkup (2014, p. 221) stated that Generation X wants to work smarter, so that they can spare some time for themselves. Generation X is also motivated by feedback and freedom, and a motivation tool is to explain the job to them, but leave them alone with their freedom to complete the task (Berkup, 2014, p. 222). O’Bannon (2001) stated that Generation X “view themselves more as independent contractors rather than employees”, and that they will not be persuaded by teamwork talk or a vision by the corporation (O’Bannon, 2001, p. 100).

#### Balancing work and family

Berkup (2014, p. 221) explained that how Generation X behave in their business life, are results of the era they grew up in and their family structure. As children, they experienced workaholic parents and divorces, and therefore they emphasize how important it is to balance work and family (Berkup, 2014, p. 221). Berkup (2014, p. 221) noted that in their business life, the most important factor is to improve their career; “They don’t want to keep on working in a corporation where they suppose they cannot improve their career” (Berkup, 2014, p. 221). This is supported by O’Bannon (2001, p.100), who claimed that they will have about six or seven jobs in their life, but they are also willing to go back to school to adapt to the changing society. Berkup (2014, p. 221) claimed that because their parents were workaholics, Generation X grew up with less parenting, and therefore are more self-reliant. Different from their parents they question authority, and through growing up in a world that was changing, they learnt to accept diversities (Berkup, 2014, p. 221).

#### Education and learning

Regarding education, development and job expectations, Generation X needs to know what is expected from them at work, the reason for performing a particular task, they want flexibility in learning and to work independently, as well as they are needing or seeking a connection for another position (Berkup, 2014, p. 225). According to Berkup (2014), it is important to know the different employees’ and different generations’ traits and expectations, as these could sustain the company. By knowing their traits and expectations, the company can easier know how to manage and motivate the different individuals in the company (Berkup, 2014, p. 226). As

mentioned, they have a desire for different experiences and careers (Berkup, 2014, p. 226), and if they cannot find what they expect in their current job, they have no problem with quitting (Berkup, 2014, p. 227).

Bova and Kroth (2001, p. 60) found in their study about workplace learning and Generation X, that there were three approaches towards learning that was relevant. The three approaches are: *action learning*, *incidental learning* and, *formal and traditional learning*. The desire with *action learning* is according to Bova and Kroth (2001, p. 60), the learning itself, not solving problems. This type of learning is a tool for individuals to react more effectively to changes and “learning is voluntary and learner driven” (Bova & Kroth, 2001, p. 60).

*Action learning* is a highly visible process, which could lead to organizational change and real results” (Bova & Kroth, 2001, p. 61). According to Bova and Kroth (2001, p. 61), *incidental learning* is learning that happens as a by-product of another incident, it is untraditional and unexamined. The learning is rooted in the actions of the learner. Bova and Kroth (2001, p. 61) claimed that “Mistakes are powerful tools for learning, in part because employees so often feel brittle about making them” (Bova and Kroth, 2001, p. 61). However, people can also learn from well executed tasks or success. *Formal or traditional learning* is the least preferred way to learn for Generation X (Bova & Kroth, 2001, p. 61). The study by Bova and Kroth (2001, p. 61) found that Generation X are not appealed by education in classrooms, they rather preferred a self-directed environment for learning. Further, the generation do not care for an instructor who require them to be present at specific times and days (Bova & Kroth, 2001, p. 61).

“The most effective training activities with Generation Xers are those that give them an opportunity to sample and learn by doing. Trainers tell us they cannot put enough roleplay into training programs geared to Xers” (Bova & Kroth, 2001, p. 61). Generation X want involvement in what they learn, they want to experiment with it, and receive feedback. They are not afraid of risking their ego, and they leap towards new situations without thinking of looking clumsy before others (Bova & Kroth, 2001, p. 61). “Mentoring is a non-formal education opportunity which provides specific, real-world opportunities for Generation Xers to learn from their mistakes, to avoid pitfalls, and to draw upon the wisdom of others they respect” (Bova & Kroth,

2001, p. 64).

According to Klie (2012, p. 26), Generation X was the first generation that witnessed a massive increase in women with a college degree, and as a result, more Generation X women entered the workforce. Klie's (2012) study, found that 79% of the women in Generation X currently are employed, and that 57% of these women work 40 hours or more during the week. Several women ended up getting married later and also delaying getting kids, , and this can be seen as a consequence for their working life (Klie, 2012, p. 27). In contrast to their parents, the Baby Boomers, Generation X focus on their family life and wants to keep the family together (Klie, 2012, p. 27).

### Technology

Personal computers were introduced to the society in the early 1980's, which resulted in an information revolution (Kupperschmidt, 1998). "Generation X is technologically savvy and will leverage technology to personalize and humanize everything. They are credited with moving the Internet into the mainstream" (Reisenwitz & Iyer, 2009, p. 93). The main reason Generation X uses the internet, is to read and access information (Klie, 2012, p. 26).

Berkup (2014, p. 227) claimed that "Where all the technologies and conditions are imitable in today's business life, one of the most important elements of a company that is not imitable and adding value to it is its employees" (Berkup, 2014, p. 227). Berkup (2014, p. 222) noted that communication is preferred through emails, and they enjoy using their phones for their social life and at work. Technology was arising as Generation X grew up, and they are therefore luckier than the older generations, but they do not have quite as much knowledge as the younger generations (Berkup, 2014, p. 222). Generation X often use technology in their working life, such as phones, computers, as already mentioned emails, and internet for researching (Berkup, 2014, p. 222). "Generation X's usage of Facebook is a way to adapt to new, current technology" (Alemdar & Köker, 2013, p. 255).

Alemdar and Köker (2013) explained that Generation X view Facebook like life (Alemdar and Köker, 2013, p. 242), and that they use Facebook daily (Alemdar & Köker, 2013, p. 244).

Everything from friendship, entertainment and serious events happens at Facebook. In addition, the generation like looking at other's profiles and photos, but they are not bothered with anyone checking out their own profile, as they do not share information that are very personal (Alemdar & Köker, 2013, p. 242). One of the respondents from Alemdar and Köker's (2013, p. 244) study, stated that Facebook was a reflection of life, and that it was a necessary tool. However, the respondent added that the bond with the real life still was present, and that the social life was the real life. Young people who dedicated their life totally to social media like Facebook, were not respected (Alemdar & Köker, 2013, p. 244). Following, the study also revealed that Generation X believe that younger generations uses social media as a status symbol (Alemdar & Köker, 2013, p. 244). Generation X indicated that younger generations uses Facebook to put themselves in the front, and then satisfy their egos (Alemdar & Köker, 2013, p. 244).

### 2.3.2 Generation Z

Chillakuri and Mahanandia (2018, p. 34) claimed that as Generation Z behave differently than other cohort groups, this might lead to challenges with the other generations in the workforce. Nonetheless, Generation Z will bring potential changes to the organizational landscape (Chillakuri & Mahanandia, 2018, p. 34). It is therefore important that generational differences are welcomed and not overlooked, which means there is a need for reinventing the workplace in order to accommodate the youngest generation, in addition to the other generations (Chillakuri & Mahanandia, 2018, p. 34). Generation Z are according to Budac (2015, p. 6), more flexible and practical than prior generations, and they have no trouble with switching out one product from another – or one employer for another.

#### Generation Z as employees

Robert Half (2019) is a specialized staffing firm, and claimed that Generation Z will make up 20 percent of the workforce by 2020 (Robert Half, 2019). Further, Robert Half (2015) present Generation Z's top seven job search priorities. Growth opportunities is the most important priority, followed by generous pay, making a positive impact, job security, healthcare benefits, flexible hours, and a manager to learn from (Robert Half, 2015).

Ozkan and Solmaz (2015) concluded that Generation Z are well aware that they have to work to realize their dreams, and that they are self-confident, as well as they have a desire to secure their future (Ozkan & Solmaz, 2015, p. 480). Following, their research also found that happiness is important to the generation, and if they cannot follow their dreams they would become unhappy. Unhappiness at work can be a factor for leaving the position easy (Ozkan & Solmaz, 2015, p. 480). Schawbel (2014b) highlighted that when Generation Z's needs are met concerning attributes and work style, they are easier to hire, keep and mentor.

A study published by Schawbel (2014a) compared Generation Z and Y, and found that Generation Z had more entrepreneurial spirit, and that money is not the most important motivation factor when it came to work hard for the same employer over time. Also, it was found that Generation Z favored face-to-face communication over communication through technology (Schawbel, 2014a), and this finding does not align with Budac (2015, p. 6), who claimed that the younger generations prefer communication through texting. In fact, Schawbel (2014a) found that Generation Z experienced instant messaging as the number one distraction at work.

#### Self-efficacy

Chillakuri and Mahanandia (2018, p. 35) claimed that Generation Z will most likely be assigned low-value work, as they are seen as novices at work. Quality is important when executing tasks at work, and therefore, they are asked to do one task at a time, to secure the quality. In spite of that, this generation are multitaskers, and can manage more than one task at a time (Chillakuri & Mahanandia, 2018, p. 35). According to Chillakuri and Mahanandia (2018, p. 35), earlier generations do not seem to mind doing repetitive jobs, which is different from Generation Z, as they are easily bored when doing repetitive jobs. This might be related to the fact that they like to learn new things, they are efficient, quick, and can easily adapt from one job to another (Chillakuri & Mahanandia, 2018, p. 35). The organization must understand the capabilities and strengths of Generation Z, by providing work within different departments, and create job rotation programs in order to improve their skills (Chillakuri & Mahanandia, 2018, pp. 35-36).

## Flexibility

According to Chillakuri and Mahanandia (2018), some organizations still follow traditional rules and regulations regarding working hours, while other generations are more open for flexibility. This does not mean just working from home, but also adapting the work hours to suit different persons, and give them flexitime (Chillakuri & Mahanandia, 2018, p. 36). Budac (2015, p. 6) claimed that Generation Z do not thrive when they are being controlled, and have expectations when it comes to flexibility regarding their working hours. They expect the possibility to work from home, and a schedule which they can modify to fit their needs and ability to mix personal projects with projects at work (Budac, 2015, p. 6).

However, Chillakuri & Mahanandia (2018, p. 36) noted that Generation Z know what is expected from them at work, and because of this, they will deliver the same result whether they are working from home or at the office. Technology also plays a major role regarding the possibility of working from home or anywhere else (Chillakuri & Mahanandia, 2018, p. 36). Further, Chillakuri and Mahanandia (2018, p. 36) emphasized that research indicates that when working away from office, the productivity is high. Organizations can profit from letting their employees be flexible, as this can help retaining the best employees in this generation, because of their wish of balancing both personal and professional lives (Chillakuri & Mahanandia, 2018, p. 36).

## Reaching for what they want

According to Chillakuri and Mahanandia (2018, p. 35), Generation Z are goal seekers, and they believe that education will help them achieve these goals. Further, they stated that this generation is an independent generation, and by working alongside studies, they are more prepared when entering the workforce fulltime (Chillakuri & Mahanandia, 2018, p. 35). Hence, the authors added that some students have student loans, and as they are being independent, they would also prefer to pay this student loan by themselves. Therefore, when choosing what organization to work for, Generation Z are looking for opportunities for freedom, as well as the organization must provide a competitive salary (Chillakuri & Mahanandia, 2018, p. 35). If an organization is not willing to pay them their preferable salary, this generation has no problem with moving to one that is. Thus, they are more loyal to their profession than the actual organization. For this



reason, an organization should show their coworkers what other benefits there are in this organization besides the salary, and then hope for their loyalty (Chillakuri & Mahanandia, 2018, p. 35).

## Education

Students are engaged in practical training while being educated, where they get hands-on experience, and Chillakuri and Mahanandia (2018, p. 35) believed that “working alongside their studies gives them an opportunity to understand work in a real-time scenario” (Chillakuri & Mahanandia, 2018, p. 35). Experience over no experience is always favored by employers. However, leaders must understand that they need to provide opportunities for this generation to work independently, as Generation Z likes to be entrepreneurial and innovative (Chillakuri & Mahanandia, 2018, p. 35).

When it comes to starting a career, Generation Z does not look at school or studies as their starting point (Budac, 2015, p. 8). The most wanted jobs according to Budac (2015, p. 8) at job fairs for graduate students, are those linked to a high salary in management positions. “Yet, those who are aware of the importance studies orient themselves towards pragmatic professions being interested in developing trade skills rather than those related to science or creativity” (Budac, 2015, p. 8). Schawbel (2014b) stated that Generation Z are aware that they have to get a job and through learning they will advance, even if learning might not provide the best salary.

Budac (2015, p. 8) claimed that how the generations learn, have changed over time, and it has been found that younger generations learn through visual cues and interaction, rather than sitting down and simply listen to given information. Also, as the teacher used to be the source of information before, now thanks to technology, information is easy and fast available (Budac, 2015, p. 8). “It is a highly emerging generation, for many of them it is more convenient to view a video that summarizes the problem rather than reading an article that describes the problem (Budac, 2015, p. 9). Budac (2015, p. 8) noted that Generation Z and their skills related to the internet have made them used to multitask. When tasks are completed, the generation quickly starts on the next one, and they commonly add more value than precision (Budac, 2015, p. 8).

## Technology

Generation Z grew up with the emergence of technology, as they have not experienced a world without the internet (William & Page, 2011, p. 10), and have therefore also spent several hours in front of a computer screen from early age (Budac, 2015, p. 6). Following, a world with no mobile phones is unthinkable, and according to Budac (2015, p. 6), the generation experiences an emotional reaction such as getting upset when they cannot be available online and connect with family and friends. “Gen Z is the first truly digital generation. Through technology, globalization and cultural differences of our times, fashion, food, online entertainment, social trends, media are more global than ever” (Budac, 2015, p. 6).

“The fact that they were born into a digital world makes them different from previous generations, especially through the influence of intellectual technologies on their brain” (Budac, 2015, p. 6). The generation use the internet to search for information when they are in the need for answers immediately, which leads to a generation that is always up to date in the society, but also easily bored (Budac, 2015, p. 6). By searching the internet for information, and socializing through online sources, Generation Z are used to work independently, and therefore teamwork is not something they are used to or very good at (Budac, 2015, p. 6). However, Schawbel’s (2014a) study found that they have a strong yearning when it comes to explaining their ideas and values to their managers. According to Budac (2015, p. 6), they do not do well with face-to-face communication, they prefer communication through text like SMS, Messenger, Facebook.

Generation Z have a short processing time for information, and it is related to the navigation speed on the internet, which they learned when they were children (Budac, 2015, p. 6). “They easily select and process the virtual information and this fact will really help them later for their jobs and for the employers this will be a great advantage” (Budac, 2015, p. 6). The future is not something the generation view as optimistic, and their thoughts concerning work and employment are pessimistic (Budac, 2015, p. 6). Generation Z “appear to be more realistic instead of optimistic, are likely to be more career-minded, and can quickly adapt to new technology to work more effectively” (Schawbel, 2014a).

## Trends that characterize Generation Z

Tulgan and RainmakerThinking (2013, p. 1) claimed that “Generation Z represents the greatest generational shift the workplace has ever seen.” The generation will replace the Baby Boomers as they retire, and leaders, as well as managers, supervisors, leaders in Human Resources and educators will face challenges as a result (Tulgan & RainmakerThinking, 2013, p. 1). A research done by Tulgan and RainmakerThinking (2013, p. 6), found that there exist five main formative trends that characterize Generation Z.

The first trend is called *Social Media is the Future*, and within this trend it is implied that Generation Z have never experienced a world where they cannot communicate with whomever they want, whenever they want. Because the generation is so familiar with social media, to manage them will require mastering social media tools (Tulgan & RainmakerThinking, 2013, p. 6; William & Page, 2011, p. 10). However, managers must take charge as “The key is command driven use of social media” (Tulgan & RainmakerThinking, 2013, p. 6).

*Human Connections are More Important than Ever* is the second trend (Tulgan & RainmakerThinking, 2013, p. 6). This trend explained that Generation Z will work hard for individuals if they are experiencing a relationship at work that are intensive (Tulgan & RainmakerThinking, 2013, p. 6). When it comes to authority, Ozkan and Solmaz (2015, p. 480) claimed that Generation Z are not fond of it, they like to work independently, which does not align with Tulgan and Rainmakerthinking’s (2013) report. The *gap between skills* is the third trend, and highlights that Generation Z will suffer more than previous generations within this field. The gap between individuals that are skilled and unskilled will continue to grow, and especially the non-technical gap (Tulgan & RainmakerThinking, 2013, p. 6).

The last two trends are *Global Mindset, Local Reality* and *Infinite Diversity* (Tulgan & RainmakerThinking, 2013, p. 7). The *global mindset* refers to how much information Generation Z have about the world, but still they are not very adventurous when it comes to exploring new destinations geographically. Generation Z have the world beneath their feet when they are online, but a focus on the local is important when it comes to engaging them in their environment (Tulgan & RainmakerThinking, 2013, p. 7). Generation Z represented a completely new way to

think about difference, and this is the main focus in the final trend. They do not tend to fall into already well-known categories, but are mixing and matching different factors of individuality and points of view that they identify with (Tulgan & RainmakerThinking, 2013, p. 7). These trends aligns with Budac's (2015, p. 6) claim, that "Generation Z is a global, social, visual and technological generation. They are the most connected, educated and sophisticated generation ever" (Budac, 2015, p. 6).

### 2.3.3 A quick summary of Generation X and Generation Z

To summon up the theory about the two generations in focus, we have created a table where we highlight specific details about the generations. We have compared the different categories/highlights against each other, so that it will be easier to see the similarities and dissimilarities between the generations.

Highlights about Generation X	Highlights about Generation Z
Born between 1965 – 1979 (Berkup, 2011, p. 219).	Born between 1995 (William & Page, 2011, p. 10) – 2012 (Pew Research Center, 2019).
Important to have a flexible career (Berkup, 2014, p. 224).	They are more flexible and practical than prior generations (Budac, 2015, p. 6).  They have expectations towards flexibility (Budac, 2015, p. 6)
Loyal towards themselves rather than the corporation (Berkup, 2014, p. 225).  They “Work to live” (Berkup, 2014, p. 224).	They are more loyal towards their profession than their organization (Chillakuri & Mahanandia, 2018, p. 35).  They do not have a problem with switching from one employer to another (Budac, 2015, p. 6).
Important with room for growth in their career (Berkup, 2014, p. 224).	Growth opportunities is the <i>most important job search priority</i> (Robert Half, 2015).
Prefer vocal communication (Stewart et al., 2017, p. 46) and email (Berkup, 2014, p. 222).	They favor face-to-face communication (Schawbel, 2014a) and texting (Budac, 2015, p. 6).
Good atmosphere at work motivates them (Berkup, 2014, p. 226).	Unhappiness at work can be a factor for leaving the position early (Ozkan & Solmaz, 2015, p. 480).
Not easily affected by authority (Berkup, 2014, p. 226).	They have high confidence in authority, and respect the authority (Berkup, 2014, p. 226).
They are independent employees (O’Bannon, 2001, p. 100).	They are used to working independently, and are therefore not good at teamwork (Budac, 2015, p.6)

Clear balance between work and family life (Berkup, 2014, p. 225).	They get upset when they are not available online (Budac, 2015, p. 6).
<p>Researchers believe that Generation X can learn from the younger generations (Stewart et al., 2017, p. 46).</p> <p>They learn best through <i>action learning</i>. ( Bova &amp;Kroth, 2001, p. 60).</p>	They learn through visual ques and interaction (Budac, 2015, p. 8).
They have a desire to have different careers and experiences (Berkup, 2014, p. 226).	They are easily bored when doing repetitive work (Chillakuri & Mahanandia, 2018, p. 35).
<p>They enjoy using their phones for social life and at work (Berkup, 2014, p. 222).</p> <p>They do not have as much knowledge about technology as the younger generations, but they have some, as it emerged when they grew up (Berkup, 2014, p. 222).</p>	<p>Instant messages is number one distraction at work (Schawbel, 2014a).</p> <p>Have never experienced a world where they cannot communicate with whomever they want, whenever they want (Tulgan &amp; RainmakerThinking, 2013, p. 6)</p>
Personal development is of significant value (Berkup, 2014, p. 221).	<p>Generous pay is important when searching for a job (Robert Half, 2015).</p> <p>They have more entrepreneurial spirit, and money is not the most important motivation factor (Schawbel, 2014a).</p>

Table 1. A summary of Generation X and Generation Z

## 3.0 Research questions

This previous research led us to our research question:

*What are the main differences and similarities as employees within the generations, and what are the main differences and similarities between Generation Z and Generation X as employees?*

## 4.0 Methodology

According to Kvarv (2010, p. 124), a method is not the goal, but rather a tool in a research process which purpose is to answer research questions. With no foundation in an understanding for method, it will be difficult to reach satisfying and interesting answers (Kvarv, 2010, p 124). According to Nyeng (2004, p. 187), a method is a planned approach, however, it does not exist one specific approach that will fit every research question. Every process has to be adjusted to the question (Nyeng, 2004, p. 187). Quantitative and qualitative are the two different methods, where numbers are linked to the quantitative and text are linked to the qualitative. The difference is the measurement (Nyeng, 2004, p. 187).

### 4.1 Choosing a suitable method

When choosing a method, Dalland (2017, p. 54) noted that it has to be ideal, within the researchers' field of competence and it must be feasible. However, it is not always possible to conduct the survey in a perfect way, and in those cases, it is important to explain how the insecurities surrounding the method might have affected the results (Dalland, 2017, p. 54).

For this thesis, we found the qualitative method the most suitable, as the goal of the research is to gain an in-depth knowledge about the two generations. The quantitative method could have been used with a questionnaire directed to the two generations, but then we would not get the in-depth information we wanted. However, according to Dalland (2017, p. 53), the qualitative method will be affected by the researchers' personalities, as they are the tool which is used to communicate with the objects.

As we chose the qualitative approach, we also decided to use CurroCus as the method, and grounded theory approach for the analysis. Our supervisor advised us to talk to a professor with more knowledge within the field of focus groups, and when talking to him, he presented us with the CurroCus method. This professor, Kai Victor Hansen, developed this method along with Hilde Kraggerud, and why they developed it will be presented in a later chapter. Using a grounded theory approach for our analysis was also a suggestion from professor Hansen. While these are not the traditional approaches for collecting data and analyzing, we found them to be the most suitable fit for this thesis, after reading more about the method and analysis.

## 4.2 Research design

Descriptive research is “research that presents a quantitative or qualitative picture of an event, activity, or group” (Neuman, 2014, p. 15). In a descriptive research you do not examine a new area that no one has studied, like you do in exploratory research (Neuman, 2014, p. 15). You examine a well-defined subject, and conduct a study to get a deeper description of the subject (Neuman, 2014, p. 16). In our case, we want to achieve a more detailed picture of Generation X and Generation Z. Our goal is to be able to describe the differences and similarities *between* these two generations as employees, as well as we would like to explore the differences and similarities *within* each generation.

## 4.3 The interview

Dalland (2017, p. 63) claimed that the most important tool people have when they work with other people is the conversation. You have to understand the situation, make sure that what is said is understood, and that you value what is said. The questions have to be respectful, and as students we have to acknowledge that the people we interview contribute to our learning by participating (Dalland, 2017, p. 63). Following, the interview is not something that is going to give information about one specific individual, it should be able to say something beyond the person that is interviewed (Dalland, 2017, p. 63). Our interviews were semi-structured, and “the ‘semi-structured’ aspect is crucial as it refers to the capacity of interviews to elicit data on perspectives of salience to respondents, rather than the researcher almost entirely dictating the direction of the encounter” (Barbour, 2014, p. 120).



### 4.3.1 Focus Group

A focus group is “a qualitative research technique that involves informal group interviews about a topic” (Neuman, 2014a, p. 307). Neuman (2014a, p. 307) claimed that the method has experienced a growth through the last 20 years, and the location of the interviews can vary from a casual place like a restaurant, or it can take place in a more specific setting such as a conference room. A focus group consists of 4-12 people and a moderator, where the members of the group ought to be homogenous. However, they should not have too strong of a relationship with the moderator, which means they cannot be friends or relatives (Neuman, 2014a, p. 307). According to Morrison-Beedy, Côté-Arsenault and Feinstein (2001, p. 48), “Focus groups produce credible, valid information at a reasonable cost to both the researcher and participants” (Morrison-Beedy et al., 2001, p. 48).

A normal session with a focus group lasts around 45 to 90 minutes, and for a common study, the researcher may generate four to six individual focus groups (Neuman, 2014a, p. 307). “The moderator must be nondirective and facilitate free, open discussion among all group members” (Neuman, 2014a, p. 307). The discussion starts with open ended questions by the moderator, and must not be dominated by one member in the group. “The goal of conducting a focus group is to maximize the collection of relevant, high-quality data regarding the research question(s) posed” (Morrison-Beedy et al., 2001, p. 48).

#### Advantages and limitations with focus groups

Neuman (2014a, p. 308) stated that when it comes to advantages, this method is quick, easy to perform and economical. The method can be executed in natural environments which can help increase the external validity. It provides the participants the opportunity to ask each other questions and explain their points of view. The participants also feel more empowered when they are in a group (Neuman, 2014a, p. 308).

The limitations Neuman (2014a, p. 308) presented, is that the discussion in the group cannot be generalized to a sizable and diverse population. “They create a ‘polarization effect’ such that attitudes become more extreme after group discussion” (Neuman, 2014a, p. 308). Also, they are limited to a few themes in each session, and the moderator might unintentionally limit the

complete, open and free expression by the participants. Individual interviews also tend to generate more ideas than a focus group, and analyzing a large amount of open-discussions can be challenging (Neuman, 2014a, p. 308).

### Sampling

Carey and Asbury (2012, p. 41) noted that members in a focus group are chosen based on their collective knowledge or experience with the topic, “as in the case with most qualitative studies, this purposive sampling is intended to explore the topic, not to be representative of the population in a statistical sense” (Carey & Asbury, 2012, p. 41). Further, the authors claimed that the members in a focus group are homogenous in relation to status or prestige, such as profession, upbringing, age and education. When the group is homogenous it is more likely that the members share information, as they see the others as similar to themselves. A group with heterogeneous members could experience a situation where members of a lower status defer to the members of a higher status, and then not participate completely (Carey & Asbury, 2012, p. 41).

### Recruitment

According to Carey and Asbury (2012, p. 43), the recruitment process is often divided into two steps. The first step is the invitation to participate, which can be sent out from an organization who has permission to contact the target population. Sometimes, the researcher has the permission to contact the respondents, and have to inform how they received the informants’ personal information. The invitation contains a short summary of the study and contact information to the researcher. Step two is where the researcher contacts those who accept the invitation to participate. Following, the researcher provides further information through letters, mail or phone call about the project, and make arrangements to find the best time and place for the respondents. In this stage a consent form might also be included (Carey & Asbury, 2012, p. 43). If there is a fear of no-shows, the researcher could give the respondents a phone call to remind them the day before the interview (Carey & Asbury, 2012, p. 43).

“Incentives are described in the recruitment letter or other initial contact” (Carey & Asbury, 2012, p. 43). Incentives might be more required in studies with focus groups than in those

without, as the burden of participating in an arranged interview is bigger than with a phone interview or a questionnaire. The most common incentives are money, as this incentive is immediately rewarding and easy to use for the receivers. The sum must be large enough to be of value and not coercive (Carey & Asbury, 2012, p. 43). “For some people, contributing to the research appeals to their sense of altruism and is quite rewarding” (Carey & Asbury, 2012, p. 43).

#### Group size

Group size recommendations in the research literature span from five to ten persons per session (Carey & Asbury, 2012, p. 45). Nevertheless, Carey and Asbury (2012, p. 45) expressed that they find groups which contains more people than seven/eight, hard to manage. “However, factors beyond the absolute numbers must be considered. A small number usually leads to greater depth of data, and small group size is especially important for sensitive, complex topics” (Carey & Asbury, 2012, p. 43). Those who is not used to talk in groups might be more comfortable with two/three others (Carey & Asbury, 2012, p. 43). “People need ‘Face time’ (their chance to talk) in order for the researcher to collect stories instead of brief snippets, which are quick, superficial comments” (Carey & Asbury, 2012, p. 43).

“... A descriptive project could use a large group to obtain brief comments and then summarize the results” (Carey & Asbury, 2012, p. 43). Carey and Asbury (2012, p. 43) added that there are some factors to keep in mind, such as the sensitivity and complexity of the theme, and the skills, expectations, and the needs of the participants in the group. With a smaller group on the other hand, it is much easier to handle the dynamics, manage the information, and pay attention to each participant. The weakness with several small groups is the amount of time needed and the extra work, as the data is collected from fewer participants in each session (Carey & Asbury, 2012, p. 43). “However, the collection of better quality data, even though from fewer participants, is a wise choice in virtually any study” (Carey & Asbury, 2012, p. 43).

#### Logistics

Carey and Asbury (2012, p. 47) asserted that to successfully execute a focus group interview, the logistics have to be right. This include the location, correct use and type of recording devices and

food and beverages. The location should make the participants feel comfortable and provide enough privacy so that the interview do not get interrupted. To create a psychological break, the interview could be held outside of the organization's premises, and this might encourage the participants to share information. The difference in location, might have an impact on the participants, therefore it is important to make notes about the different settings (Carey & Asbury, 2012, p. 47).

Carey and Asbury (2012, p. 47) stated that how the participants are placed around the table, might have an influence on the group dynamics. For example, an outspoken participant can be placed close to the moderator, and then the moderator can guide the amount of input from that member by turning toward or away from him/her. A shy person could be placed directly across from the moderator, which allows cues of encouragement that are nonverbal such as eye contact (Carey & Asbury, 2012, p. 47).

The recording devices should be tested well before the interview starts, and during the interview it ought to be arranged as discreetly as possible. After the moderator has given the introduction which outline the project, he/she ask for consent to record the interview (Carey & Asbury, 2012, p. 47). "Although audiotape is more commonly used, videotaping allows the researcher to capture more of the nonverbal aspects of members' participation, which can be helpful in placing comments in context interview (Carey & Asbury, 2012, pp. 47 - 48). However, for some participants, all the extra equipment needed for videotaping can act as a disturber. If the participants refuse to be audiotaped or videotaped, the moderator can record the essence of the interview through notes, but this can have an impact on the quality of the data (Carey & Asbury, 2012, p. 48).

#### Session Introduction

Carey and Asbury (2012) stated that how the participants are welcomed and introduced to the interview, is important. The moderator has to establish trust and a comfort level that is appropriate between the participants. Information about the research project, expanded from the letter the participants received in the recruitment process, contain the purpose of the study, the name of the organization that supports the project, and the reason why the organization is

interested in it. A description of how the data is maintained and the persons that will have access to it, and who will transcribe the audio or watch the videotape. All this information can give the participants a feeling of comfort which can lead to a higher level of participation (Carey & Asbury, 2012, p. 48). The moderator explain in the introduction that there is no such thing as a wrong answer, and that only one talks at a time. Consensus is not the goal, and the moderator encourages a variety in the comments, highlighting that there are no correct answers and that the moderator anticipate several experiences (Carey & Asbury, 2012, p. 48).

### CurroCus

In a research project by Hansen, Jensen, and Gustafsson (2004), they used focus groups for collecting data. However, Hansen and Kraggerud (2011) noted that the method was demanding when it came to the number of hours it needed. There has been a need for a quicker way to conduct focus group interviews, and the CurroCus group interviews can be an alternative technique for gathering data from group interviews (Hansen & Kraggerud, 2011, p. 485). “So far, the CurroCus group interview has proven its usefulness toward product development, and consumers’ opinions of certain topics especially concerning food related products” (Hansen & Kraggerud, 2011, p. 489). This method share some parallels with the regular focus group interview, but it involves two key elements. The first part is a short questionnaire which the respondents receive and have to answer in the beginning of the interview, and the second part is the actual interview (Hansen & Kraggerud, 2011, p. 485).

The questionnaire provide written data, and according to Hansen and Kraggerud (2011, p. 485), the suitable layout for this questionnaire is one question for each 10 minutes of the interview. They have a limited time to write down their answers, normally about one minute for each question (Hansen & Kraggerud, 2011, p. 485). “If there are 30 minutes set for the entire interview then the three first minutes of the CurroCus interview is used to answer three written questions” (Hansen & Kraggerud, 2011, p. 485). Afterwards, the respondents give their papers to the moderator, and the CurroCus group interview continues with discussions led by the moderator who uses a pre-developed guide. Both audio and visual recording can occur, and the moderator takes notes during the interview (Hansen & Kraggerud, 2011, p. 485). “Recording, observers notes, moderator notes, and written answers will give the researcher four connecting

points to test validity of the data” (Hansen & Kraggerud, 2011, p. 488). A key difference between the regular focus group interview and the CurroCus group interview, is the amount of time needed, as the CurroCus group interview takes 15 – 45 minutes, a relative short amount compared to the 150 – 180 minutes long regular focus group interview (Hansen & Kraggerud, 2011, p. 488).

To conduct CurroCus group interviews precisely “...it is important to do preparation in advance before the interviews. A well-prepared moderator guide is necessary, and has at least one or two observers, a trained moderator, and necessary recording equipment and facilities” (Hansen & Kraggerud, 2011, p. 489).

#### Advantages related to using the CurroCus method

According to Hansen and Kraggerud (2011, p. 487), an advantage with using the CurroCus method is that it is possible to get a sizable number of respondents in a short period of time. It is possible to conduct several interviews in one day, as they tend to only take 20-45 minutes. Depending on the theme and topic, saturation can be reached much faster than with a regular focus group, as they take much more time to execute and cost more (Hansen & Kraggerud, 2011, p. 487). “The CurroCus group gives less time to linger about topic under time pressure and participant have to reveal their first impression or the ‘gut feeling’” (Hansen & Kraggerud, 2011, p. 487). The short amount of time will provide less time to answer the questions and then might limit the length of the answers. This does not mean that the quality of the answers are lower than those received in a regular focus group interview (Hansen & Kraggerud, 2011, p. 488). “The amount of information in the discussion will be more focused and give the discussion an impression of taking ‘snapshots with a camera’ (Hansen & Kraggerud, 2011, p. 488).

Hansen and Kraggerud (2011, p. 487) added that a second advantage with the CurroCus method, is that the possibility of respondents losing focus and concentration is less likely as the time they spend participating is shorter. As a result, researchers can approach their respondents with the confidence that they will not use as much time as they would have done in a regular focus group interview. Also, it is possible to execute more than one CurroCus group interview a day, with the same group. The expense of completing a CurroCus group interview will mostly be less than the

regular focus group interview. This will result in more time and resources available for analyzing the collected data, as well as a faster publication of the results (Hansen & Kraggerud, 2011, p. 487).

#### Disadvantages related to using the CurroCus method

As this method have a shorter timeframe for the discussion, it can result in participants who do not have the time they need to express their points of view regarding the presented topic (Hansen & Kraggerud, 2011, p. 487). “If the participants experience that the amount of questions are not in accordance with the timeframe for the discussion, they might limit their discussion so they can finish on time” (Hansen & Kraggerud, 2011, p. 487). There are also limitations with the questionnaire which are handed out in the beginning of the CurroCus group interview. The questions can only cover a small number of simple questions, and the template follows the questions up (Hansen & Kraggerud, 2011, p. 489). Related to the reduced effort put into the work of creating the moderator guide and questions, there is the possibility that the depth of the data collected with the CurroCus method will not be as good as it might have been with a regular focus group interview (Hansen & Kraggerud, 2011, p. 487).

An alternative reason might be that there is just too many questions and too little attention on specific topics (Hansen & Kraggerud, 2011, p. 488). However, Hansen and Kraggerud (2011, p. 488) noted that “this can be avoided by carefully developing the moderator guide in close cooperation with the principal, and pre-testing. Another drawback of the CurroCus group is if the duration takes longer than 45 minutes then the momentum and dynamics are weakened” (Hansen & Kraggerud, 2011, p. 488). With testing the template, it becomes possible to measure the time needed to execute it. The regular focus group interview may include more topics, and the discussions can end up as long lasting and interesting. Nevertheless, they can also result in tired or bored participants who loses grip of the actual topic if they last too long (Hansen & Kraggerud, 2011, p. 488).

#### 4.3.2 Our selection and recruiting process

Thagaard (2013, p. 60) claimed that when finding the right participants for a study, and to collect the right kind of information, the researchers must define the selection of subjects the study is

based on. The qualitative study is based on a strategic selection, which means that the researcher chooses the participants who have the right qualification to the study (Thagaard, 2013 p. 60).

The selected participants for this thesis consists of two generations, whereas the first generation is Generation Z (born between 1995 and 2001), and the second generation is Generation X (born between (1965 and 1980). We chose to use William and Page's (2011, p. 10) starting point for Generation Z, which was 1995, as this would include a larger population available than if we used the year that Dawson (2018, p. 64) presented, which was 1997. As for the lower age limit, we chose to not recruit anyone under the age of 18, which meant that no one was born after 2001. Regarding Generation X, we chose to follow Budac (2015, p. 219), and therefore our respondents were born between 1965 and 1980.

Before we started the process of recruiting participants, we originally had planned to conduct one focus group interview with six to ten individuals, with just as many from Generation Z as Generation X. However, we ended up interviewing seven groups, where we had three groups with Generation X and four with Generation Z. We chose not to use economic incentives, as Cappelen and Tungodden (2012) claimed that it is not the only motivating effort, as well as this can impair social and moral motivation for effort (Cappelen & Tungodden, 2012). After these seven interviews, we reached saturation of information, and had no need for more interviews. We believe saturation was reached because we did not receive any more new information in relation to our questions. We reached saturation faster with the older generation, and experienced that they were more collective in their way of thinking. The younger generation had a more varied view, but after the last interview, they started repeating data that we already had collected from previous interviews. The information we gained from these seven group interviews was more than sufficient to start the analysis process.

For the recruitment process, we used a mix of convenience sampling and snowball sampling. We had groups where all the participants were selected by us, groups that had a mix of participants selected by us and friends by the participants, and groups that were a pure result of snowballing. This is visually explained in Table 3 and 4.



According to Thagaard (2013, p. 61), it is not always easy to recruit participants to a qualitative study as they frequently concern personal topics. Therefore, researchers often have to use a selection process that secures a sample of individuals that are willing to participate (Thagaard, 2013, p. 61). When the selection process is based on this approach, it is called Convenience sampling (Thagaard, 2013, p. 61), which also can be “called accidental or haphazard sampling” (Neuman, 2014a, p. 96). This sampling method “is easy, cheap, and fast but of limited use” (Neuman, 2014a, p. 96). The selection is strategic, as the participants represents skills and characteristics which is relevant to the study, and that they are available for the researchers (Thagaard, 2013, p. 61). However, the major problem with this method, is that it does not produce a good representative sample. Also, it is missing the depth and context which is a requirement for a qualitative research (Neuman, 2014a, p. 96).

Thagaard (2013, pp. 61-62) wrote that snowball sampling is a common method in selecting participants that are available, and the method starts with the researcher asking a few persons with the relevant skills and characteristics. Thereafter, the researcher asks those persons for name and contact information to other persons with similar skills and characteristics. A problem with this sample is that it can be too homogenous with people within the same network. This can be prevented by contacting participants from different environments, and then ask them to give new names to contact (Thagaard, 2013, pp. 61-62). Following, the author further noted that there is some ethical disadvantage with the snowball sample. When the researchers contact-persons, name other/new people that the researcher can interview, the researcher gain personal information about these "other/new" persons without their consent. This situation could possibly create conflicts among the involved persons. The conflict could be avoided if the persons named by the interviewee, gives their consent to the interviewee to share their name and information to the researcher (Thagaard, 2013, p. 62).

Before we could execute the interviews, we had to check if we needed permission from the Norwegian Center for Research Data (NSD), as research projects that contain personal data fall in under the personal data act from 2001 (Thagaard, 2013, p. 25). However, NSD reported back to us that we did not have to be granted any permissions, as the processing of personal data in the

project would be in accordance with the privacy legislation, as long as it is implemented in accordance with what is documented (NSD, 2019a). Their reply is included in appendix 12.3.

### 4.3.3 Interview guide

When conducting qualitative interviews, it is important to explore the topics you want knowledge about (Thagaard, 2013, p. 100). According to Thagaard (2013, p. 100), background knowledge provides a good basis for formulating questions about the topics to be addressed in the interview. Before designing the interview guide, we read up on relevant literature. We ended up with 11 questions in our interview guide, and felt that we with those would cover all the aspects we were interested in getting information about. The interview guide was developed in Norwegian as our interviews was conducted in Norway. Dalland (2017, p. 78) noted that the interview guide is used as a tool that has the purpose of leading you through the interview. We wanted all groups to be asked the same questions, as well as in the same order, so that we were sure that *all topics* were covered in *all interviews*. If we did not have had a guide, we would risk that our respondents would talk about different topics. We tried to formulate short and easily understandable questions that could provide the most complementary data material. The topics and the questions were formulated as they were, in order for us to be able to answer our research question.

It is a benefit to start the interview with neutral questions, followed by more emotional questions, and then end it with neutral questions again (Thagaard, 2013, p. 110). The first two questions in our guide included what advantages and what challenges they might experience as being a part of their generation. Further, we continued with questions that regarded specific topics, and that demanded more reflections from our respondents. Our last question included what the respondents believed they could learn from the other generation.

The more open the interview situation is, the bigger is the chance of getting spontaneous and unexpected answers (Dalland, 2017, p. 78). We wanted to keep our interview semi-structured, in order for us to ask the respondents follow-up questions. We also wanted to balance our participation in the discussion, so that the respondents could provide their own insights and

reflections, which was a recommendation by Barbour (2014, p. 120). However, the guide was of good use when the discussion wandered too far astray from our topics.

The interview guide is included in appendix 12.4.

#### 4.3.4 Interview process

We started recruiting in early April after the reply from NSD, and to prevent the different groups to be too homogenous, we selected participants from different networks, occupation, and also location.

##### Pilot interview

Before we started our data collection, we conducted a pilot interview. Krumsvik (2015, p. 44) mentioned that a pilot could be important in order to be sure that the questions in the interview guide would be understandable, as well as providing the data the researchers are looking for (Krumsvik, 2015, p. 44). The pilot interview included four respondents. The respondents were reached out to one by one, but they belonged to the same organization. We therefore decided to conduct the interview in a conference room in this organization. This would be a natural setting for them, as well as it was convenient for them to get to the location. To record the interview, we both used our phones. The respondents claimed that our guide was easy to interpret, and they did not have any trouble with answering our questions. We decided to keep all our questions, as we felt that all of them gave us useful information. We asked the respondents for feedback on our questions, but they did not have any comments. However, after talking to our supervisor, one question was reformulated to make sure we would get the best possible data from it. In addition to quality assurance of the interview guide, we became more confident about the interview situation.

##### Data collection

The interviews were conducted in a timeframe from 15<sup>th</sup> of April to 5<sup>th</sup> of May.

To better explain the recruitment process of our data collection, we have designed a diagram over how the seven different groups were contacted and put together. The mix of convenience

sampling and snowballing becomes clearer, as well as the number of participants. All interviews lasted between 30 to 45 minutes, which matched the criteria for CurroCus.

As visible in the table below, we had a total of 36 respondents, where 14 respondents belonged to Generation X, and 22 respondents belonged to Generation Z. The majority in both generations were women. For Generation Z, we made sure that all of our respondents were over 18 years old, and had some experience from work.

Generation	Number of respondents	Woman	Man	Number of interviews	Total respondents
<b>X (39-54)</b>	14	11	3	3	14
<b>Z (18-24)</b>	22	18	4	4	22
<b>Total</b>					36

*Table 2. Achieved sample*

This diagram shows how the respondents were contacted, how many they were in each group, the location of the interview, and in what order they were conducted in.

Generation X Group 1	Generation X Group 4	Generation X Group 5
<ul style="list-style-type: none"> <li>• One person with the right qualifications was contacted. This person contacted five more persons with the right qualifications. As the researchers contact person was a relative, this person did not participate in the interview.</li> <li>• Total number of participants: 5</li> <li>• Location: Casual setting at the contact person's house.</li> <li>• Interview number: 1</li> </ul>	<ul style="list-style-type: none"> <li>• One person with the right qualifications was contacted. This person contacted five more persons with the right qualifications. As the researchers contact person was a relative, this person did not participate in the interview.</li> <li>• All respondents were from the same organization.</li> <li>• Total number of participants: 5</li> <li>• Location: In a closed meeting room at the participants workplace.</li> <li>• Interview number: 4</li> </ul>	<ul style="list-style-type: none"> <li>• One person with the right qualifications was contacted. This person contacted four more persons with the right qualifications. Unfortunately one of the respondents could not attend.</li> <li>• Total number of participants: 4</li> <li>• Location: Casual setting at one of the respondent's house.</li> <li>• Interview number: 5</li> </ul>

*Table 3. Recruitment process Generation X*

Generation Z Group 2	Generation Z Group 3	Generation Z Group 6	Generation Z Group 7
<ul style="list-style-type: none"> <li>• Three persons with the right qualifications for this study, from different networks, were contacted by the researchers. These persons then contacted others with similar qualifications and asked them to join the interview.</li> <li>• Total number of participants: 5</li> <li>• Location: A grouproom in a public library.</li> <li>• Interview number: 2</li> </ul>	<ul style="list-style-type: none"> <li>• All respondents were contacted by the researchers. They were contacted because they had the right qualifications for this study.</li> <li>• All respondents were from the same organization.</li> <li>• Total number of participants: 5</li> <li>• Location: In a closed meetingroom at the participants workplace.</li> <li>• Interview number: 3</li> </ul>	<ul style="list-style-type: none"> <li>• At first the researchers contacted one person with the right qualifications. This individual invited four more with the right qualifications.</li> <li>• In addition, three more persons with the right qualifications were contacted by the researchers, to create a group with more diversity. Unfortunately one of them could not attend.</li> <li>• Total number of participants: 6</li> <li>• Location: In a closed meetingroom at the researchers university.</li> <li>• Interview number: 6</li> </ul>	<ul style="list-style-type: none"> <li>• One person with the right qualifications was contacted by the researchers, this person contacted five others who had the right qualifications.</li> <li>• Total number of participants: 6</li> <li>• Location: In a closed meetingroom at the researchers university.</li> <li>• Interview number: 7</li> </ul>

*Table 4. Recruitment process Generation Z*

All the respondents read and signed the consent form at the location of the interview, and allowed us to record the sessions. They were informed about the recording and that they would be anonymized beforehand. In addition to that, information about the topic of the interview and how it would be executed was given when we recruited respondents. Because of the given information, the consent form and the information on it were no surprise to the respondents. The consent form we used, was retrieved from NSD (2019b), where we followed their template of how a consent form should be, and what it should include. However, at the day of the interview,

it was a rather long time since the respondents had been recruited, and we therefore gave a summary of the topic and filled in where they had questions.

After the pilot interview, we found out that only one of the phones did a proper recording, and we therefore decided not to use the phone with the broken recording system for our data collection. To be sure that this did not happen again, we started using Photobooth on a MacBook as well, to be sure we had double recording, if one of them were to fail. Therefore, to record the interviews, we used a recording app on a Huawei Mate p10, and Photobooth on a MacBook from early 2016. We used two different devices to make sure that we would have a backup if one of them somehow ended up broken. Even though we used Photobooth which is a filming program, the camera was placed down towards the table, in order to still secure the respondents anonymity. Throughout all the seven interviews, one of us asked the participants the questions, and the other took notes, as well as she followed up with other questions. We decided to let the same person ask the questions, and the same person take notes throughout all the interviews. We did this because we felt that we were more confident in the tasks we were doing when we did it several times.

In the interview situation, we met our respondents with an open mind, and we focused on not influencing the interviews in a particular direction. We tried to make sure that our respondents felt safe about us and the interview situation, so that they could more easily share their experiences and views with us. We tried to listen actively so that we could follow up with follow-up questions if we wanted something to be elaborated. We also tried to make it more as a conversation than an interview. By asking follow-up questions and using the interview guide, we ensured that the necessary topics were addressed. More than once, we felt the need for formulating questions differently, as well as repeating the questions. We did this in order to make sure that all respondents understood what we were asking them. The questions in our guide were asked in the same order in all interviews. We did not experience that anyone held back information because of the timeframe. In all our interviews we finished within 45 minutes.

## Transcription

By transcribing the interviews from oral to written form, they will be structured in such way that makes them better suited for analysis (Kvale & Brinkmann, 2010, p. 188). We used the recording from Photobooth when we transcribed the interviews. This was more efficient when pressing play/pause, instead of having the phone on the side. The transcribing was executed in Microsoft Word on the same computer as the recording, and we therefore had them next to each other when transcribing. We did not use a transcribing program for this, we just fast forward and rewind when necessary. The interviews were not transcribed at the same day as the interviews were conducted. We do not know the total amount of time we used to transcribe all the interviews, but we believe we used around 6-8 hours for each interview. It ended up in a total of 65 pages with 1.0 in spacing. We chose to reformulate the respondents dialect into “bokmål” in order to ensure the respondents anonymity. Word by word was written down when we transcribed the interviews. The interviews were transcribed in Norwegian, but we translated the findings to English before we used them in our results and discussion.



## 5.0 Data Analysis

### 5.1 Grounded theory

To analyze our data, we used a grounded theory approach. “The grounded theory approach is a general methodology of analysis linked with data collection that uses a systematically applied set of methods to generate an inductive theory about a substantive area” (Glaser, 1992, p. 16).

Grounded theory was developed by Barnet G. Glaser and Anslem L. Strauss, who both were sociologists, but at different schools. Strauss belonged to the University of Chicago, and Glaser trained at Columbia University. They had dissimilar, but complementary background, and they collaborated to create a methodology which could mirror both their educational qualifications in research, and analysis (Glaser, 1992, p. 16). According to Glaser (1992, p. 17), study and practice of grounded theory will lead to proficiency. “It is only by applying the methods in research that one gains the sufficient, delayed understanding of how they work and what they produce, and that openness and flexibility to apply them to diverse fields of substantive study” (Glaser, 1992, pp. 17-18).

Glaser (1992, p. 16) stated that grounded theory can be a successful method in several disciplines, as it is a general methodology, and it is not restricted to a specific discipline or data collection. However, as researchers have different knowledge and are taught to see things in the perspective of their discipline, they will not see things the same way (Glaser, 1992, p. 16). Glaser (1992, p. 18) further explained that “Grounded theory meets the two prime criteria for good scientific inducted theory: parsimony and scope. It account for as much variation in behavior in the action scene with as few categories and properties as possible” (Glaser, 1992, p. 18).

In addition, Glaser (1992, p. 18) pointed out that creativity is a required skill for analyzing data with a grounded theory approach, because the researchers must be able to leave their outdated, non-applicable, received concepts, and to allow updated categories and properties to arise through continuous comparison of incidents and concepts (Glaser, 1992, p. 18). Further, recognizing the categories during the comparison can be a challenge in the beginning, but after a while the researcher becomes sensitized to the data, and are able to detect the categories,

properties and their interrelations. Substantive coding and memoing is used to capture the categories, and they are analyzed with theoretical codes (Glaser, 1992, p. 18). Strauss and Corbin (1990, p. 27) explained that creativity is an important factor in grounded theory, as its practices force the researchers to take absence from assumptions, and to produce new orders. Glaser (1992) stated that “While creativity is necessary for generating categories and their properties, the researcher must always validate their fit and relevance by saturation, interchangeability of indices, relationship to the core categories and integration into the emerging theory” (Glaser, 1992, p. 18).

### 5.1.1 A grounded theory study

The literature on grounded theory has been viewed as controversial and misunderstood (Gibson & Hartman, 2014, p. 200). Several researchers in the field of qualitative research, have the understanding that scientific canons must be modified to fit qualitative research. Theorists within grounded theory agrees with them, and believes that the common canons of “good science” should be retained (Strauss & Corbin, 1990, p. 250) . “The usual scientific canons include: significance, theory-observation compatibility, generalizability, consistency, reproducibility, precision and verification” (Strauss & Corbin, 1990, p. 250).

According to Strauss and Corbin (1990, p. 250), the canon of reproducibility, normally means that every study has the possibility to be replicated. If the results of the first study are reproduced in later ones, then they will also be credible. Nevertheless, there is probably no theory within the social/psychological that actual can be correctly reproduced, but the major conditions might be very similar to the canon of generalizability (Strauss & Corbin, 1990, p. 250). “The purpose of grounded theory is to specify the conditions that give rise to specific sets of actions/interaction pertaining to a phenomenon and the resulting consequences. It is generalizable to those specific situations only” (Strauss & Corbin, 1990, p. 250). Just like researchers in other fields, grounded theory researchers have to address questions regarding sampling, analytic procedures, validity etcetera (Strauss & Corbin, 1990, pp. 250 - 251). “The success of a research is, after all, judged by its products” (Strauss & Corbin, 1990, p. 252).

“What you can’t find in your data becomes one of the limitations in your study” (Strauss & Corbin, 1990, p. 112), which means that we did not collect enough information, we did not go to the right places, we did not interview the right people etcetera (Strauss & Corbin, 1990, p. 112).

### 5.1.2 The coding process and analyzing the interviews

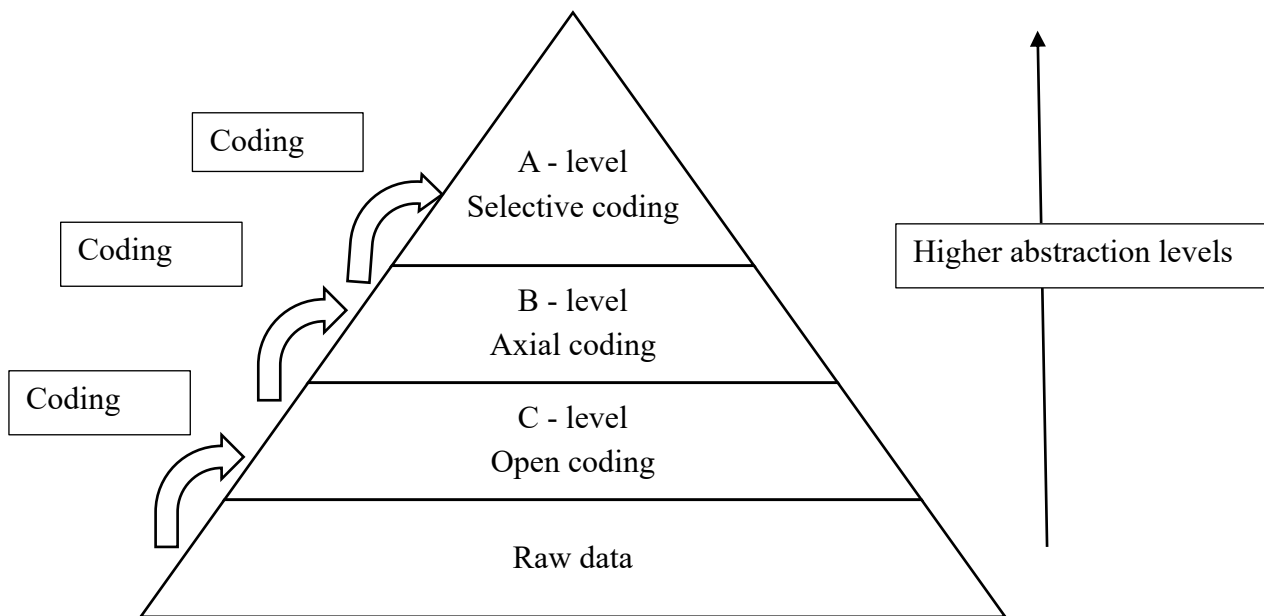


Figure 1. Illustrative model of coding and abstraction levels in grounded theory (Hansen, 2005, p. 86).

The model above is an illustrative model of coding and abstraction levels in grounded theory, and visually explains the different steps executed in our analysis. A full explanation of all of the procedures are explained in the following chapters. We have also chosen to categorize the steps in a C – level, a B – level and an A – level, where A has the highest abstraction level. The arrows on the left side which is connected to coding, reflect the integrating coding, easier said – the coding process from one level to the next.

### 5.1.3 Different approaches

The two most common approaches are those by Glaser (1978) and Strauss and Corbin (1990), but we have chosen to focus on the approach by Strauss and Corbin (1990). Because of the time limit for this thesis, a decision were made not to include theory from Glaser’s approach.

However, it is worth mentioning that the two different approaches can appear similar. Hansen (2005, p. 32) explained that Glaser’s use of selective coding corresponds with the axial coding and selective coding used by Strauss and Corbin. “What is new is the introduction of Strauss and Corbin’s axial coding, which also provides a clearer procedure the researcher can follow in GT” (Hansen, 2005, p. 32). Hansen (2005, p. 32) also created an illustration of the two different approaches, but highlighted that the lines that divide the phases is not necessarily as clear as the illustration might imply. “The dividing lines are more of an illustrative concept between the different phases, and do not follow each other completely” (Hansen, 2005, p. 32).

<i>Activity</i>	<b>Before coding</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>
<i>(Strauss &amp; Corbin, 1990).</i>	Collection of Raw Data	Open coding	Axial coding	Selective coding
<i>(Glaser, 1978),</i>	Collection of Raw Data	Open coding	Selective coding	

Table 5. “The phases of coding in grounded theory from two author’s points of view on grounded theory” (Hansen, 2005, p. 33).

#### Strauss and Corbin’s approach

This following chapter will contain an explanation of the approach by Strauss and Corbin (1990), and the approach consists of the phases; open coding, axial coding and selective coding. This approach is the closest one to the approach used in our thesis.

#### Open coding

Open coding is defined by Strauss and Corbin (1990, p. 61) as “The process of breaking down, examining, comparing, conceptualizing, and categorizing data” (Strauss & Corbin, 1990, p. 61). The authors further clarified that it is the part of the analysis which is connected to naming and categorizing phenomena through examining data (Strauss & Corbin, 1990, p. 62). Without this step, it would not be possible to execute the rest of the analysis. “During open coding the data are broken down into discrete parts, closely examined, compared for similarities and differences, and questions are asked about the phenomena as reflected in the data” (Strauss & Corbin, 1990, p.

62). This process will lead researchers to question or examine their assumptions about the phenomena, which might result in new discoveries (Strauss & Corbin, 1990, p. 62).

According to Strauss and Corbin (1990, p. 62), the coding process consists of two analytical routines, but their nature varies with all sorts of coding. The first one is related to the making of comparisons, and the second to the asking of questions. With the help of these routines, the concepts in grounded theory are given precision and specificity (Strauss & Corbin, 1990, p. 62). It is the researcher who name the categories, and the names are more than often logically connected to the data it represent. It should be illustrative enough so that the researcher is reminded of its referent without any trouble, but the name can be changed if a better appear later (Strauss & Corbin, 1990, p. 67). Strauss and Corbin (1990, p. 68) clarified that names for categories also can be loaned from the technical literature such as “caretaker fatigue”, “status loss” and “illness experience”. These words already contain analytic meaning, and might be significantly well established in their own right. However, borrowed concepts can also be a disadvantage for researchers as they often carry universally meanings and associations (Strauss & Corbin, 1990, p. 68). If researchers use categories like the ones already mentioned, or other like “stigma” or “body image”, the readers will expect to be given a standard definition or read meaning into the words themselves. Following, the authors noted that the researchers could be biased by the words, and add the common meanings on top of their own work (Strauss & Corbin, 1990, p. 68). Words and phrases used by the participants themselves, are also an important source of names (Strauss & Corbin, 1990, p. 69).

“When you begin to develop a category, you do so first in terms of properties, which can then be dimensionalized” (Strauss & Corbin, 1990, p. 69). Properties and dimensions are important to identify and systematically create, as they are the foundation for developing relationships between categories and the subcategories (Strauss & Corbin, 1990, p. 69). Properties are defined by Strauss and Corbin (1990, p. 61) as “attributes or characteristics pertaining to a category”, and dimensions are defined as “location of properties along a continuum” (Strauss & Corbin, 1990, p. 69). Open coding inspire the discovery of categories, as well as their dimensions and properties (Strauss & Corbin, 1990, p. 69). The process of open coding has several approaches, it can be analyzed line-by-line, as well as by each sentence or paragraph, a whole document or an

entire interview (Strauss & Corbin, 1990, p. 73). In the process of coding notes and/or memos, Hansen (2005, p. 33) recommend that the researcher finds a method that best suit him/her.

*Our open coding*

We executed all the interviews and transcribed them before we started the coding process. After we transcribed our interviews, we took the raw data from the semi-structured focus group interviews, and put it into a word document where we separated each question in our interview guide with the associated answers, as well as we added two columns on the right side, where the first column was named *coding*, and the second column was named *memo*. The column for *coding* consisted of our first attempt at open coding, with *memo*'s including explanations next to them. However, we realized that these codes did not have as much meaning to us, and therefore we could not use them for the rest of the analysis.

Interview	Codes	Memo
X	N	Z

*Table 6. Illustration of the open coding process*

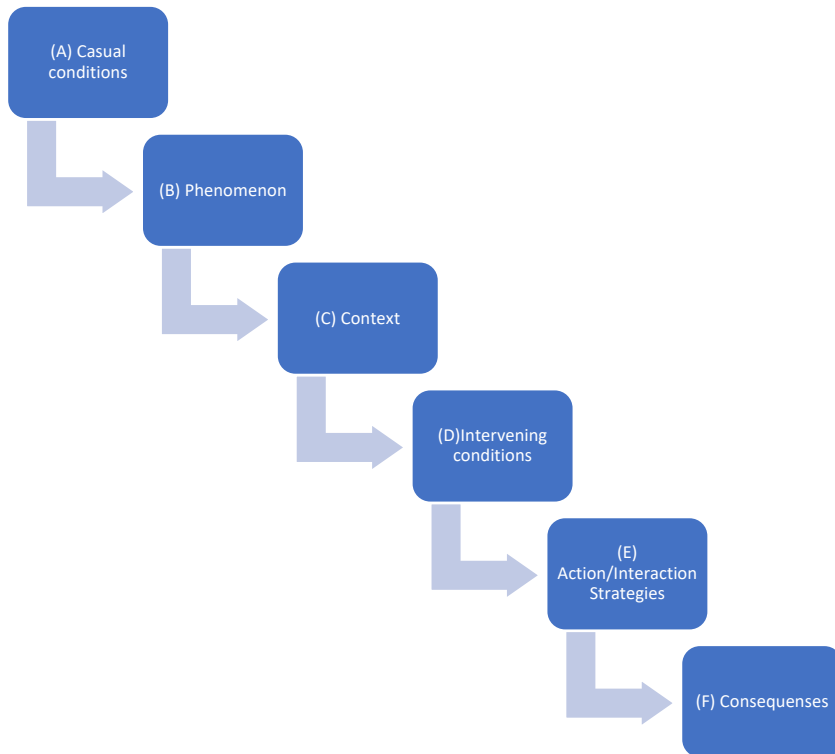
Our next attempt at moving from raw data to open codes included going through the transcribed interviews again, and creating short sentences in addition to the codes we originally created, and writing more detailed memo's. These short sentences were again analyzed, and we came up with new codes where they were needed. After a guiding session with Øystein Jensen, a professor at NHS, we realized that we could not call this open coding as they were still arranged in pre-set categories from our interview guide. When coding qualitative data, it is often used a qualitative data analysis called In vivo coding. According to Manning (2017), it is used to place emphasis on the actual words of the participants (Manning, 2017, p. 2). We had never used this analysis method before, and due to the time limit, we did not attempt to use it. This was also an advice from professor Hansen. Following this advice, we wrote down every single code on different post-it notes, where we separated the data for Generation Z from data for Generation X. We put all the notes up on a wall, one generation at a time, and this made us step away from the pre-set categories, and the approach towards open coding became more correct. However, as professor Jensen noted, it is not a fully open coding, which is why we call it "*a modified open coding*".

Without talking to each other, we started placing the different codes into smaller groups and naming them. The reason for the grouping was written down as memos, so that we could easily reason why they fitted in the different groups. The grouping of the codes are a part of the next step, which is axial coding, and will therefore be further explained after the theory of axial coding.

### Axial coding

Strauss and Corbin (1990) defined axial coding as a set of routines through which data are pieced together in different ways after open coding. It is done by creating connections between categories with applying a coding paradigm which involves conditions, context, action/interactional strategies and consequences. The authors clarify that the point is to create one of several key categories, but these categories goes beyond the properties and dimensions from the open coding (Strauss & Corbin, 1990, p. 98).

The focus in axial coding is “on specifying a category (*phenomena*) in terms of the conditions that give rise to it; the *context* (its specific set of properties) in which it is handled, managed, carried out; and the consequences of those strategies” (Strauss & Corbin, 1990, p. 97). The categories are given precision with these specific features, and therefore they get referred to as *sub-categories*. They *are* categories, but it is added the prefix “sub” because they are related to another category in some form of connections (Strauss and Corbin, 1990, p. 97). These sub-categories are connected to their categories through the *paradigm model* (Strauss & Corbin, 1990, p. 99). Strauss and Corbin (1990, p. 99) created a simplified model over the process of linking sub-categories to a category. With the use of this model, researchers can be enabled to systematically think about the data, and connect them in complex ways, and then uncover characteristics of the topic researched. Without this model, the analysis in grounded theory will not have density or precision (Strauss & Corbin, 1990, p. 99).



*Figure 2. Illustrative figure of axial coding based on Strauss and Corbin's paradigm model (1990).*

Hansen (2005, p. 34) claimed that as categories are created, the data will eventually be sufficient. Further, Hansen (2005, p. 34) explained that “the intention is to reach a level of theory that will be conceptually dense and specified in such a way that it is applicable and covers different incidences of any given phenomenon that lies below this level” (Hansen, 2005, p. 34). The work in axial coding is central, and the development of categories, as well as presenting their differences and similarities between and within, is essential in grounded theory. The final developed theory has to be supported by the collected empirical data (Hansen, 2005, p. 34).

*Relating subcategories to a category and verification of statements against data*

“In axial coding the nature of the questions we are asking are really questions denoting a type of relationship” (Strauss & Corbin, 1990, p. 107). In comparing categories, the researcher may ask the question: Is the category “Pain Relief” connected to “Pain” because of the consequences that follow the strategy used to ease the pain? In this scenario, it is not specific incidents or happenings that are coded, and the focus is not on specific properties or dimensions. The



scenario is asking questions related to the conceptual labels themselves, and how one category may be connected to another (Strauss & Corbin, 1990, p. 107).

Strauss and Corbin (1990, p. 108) added that when the researcher has questions related to connecting categories to each other, he/she returns to the collected data. The goal is to find evidence, incidents, and events that would support or disprove his/her questions. If the questions are supported by the collected data, the researcher can modify the question to a statement of relationship, sort of a hypothesis. Even if the researcher is searching for verifying statements in the data, he/she is just as well searching for examples of when they might not be supported (Strauss & Corbin, 1990, p. 108). Relationships "...don't necessarily negate our questions or statements, or disprove them, rather they add variation and depth of understanding" (Strauss & Corbin, 1990, pp. 108-109). In grounded theory it is of equal importance to locate evidence of difference and variation, as to locate evidence that supports our original questions and statements, because differences might add density and variation to the theory (Strauss & Corbin, 1990, p. 109).

#### *Linking categories at the dimensional level*

Strauss and Corbin (1990, p. 110) highlighted that it is in the axial coding the linking process begins. "While we do our analysis, we note patterns in our data terms of dimensional locations of events, incidents pertaining to the property of phenomenon" (Strauss & Corbin, 1990, p. 110). It is important to discover patterns and writing them down as they provide the foundation for the next step, which is selective coding (Strauss & Corbin, 1990, p. 110).

Axial coding can come across as complicated and overwhelming, but that is because the reality is complex. In the process of coding, a lot of what have been presented above will happen automatically (Strauss & Corbin, 1990, p. 111). Further, the authors noted that "it is important to recognize what you are doing procedurally so that you can do it purposefully" (Strauss & Corbin, 1990, p. 111). When researchers try to develop grounded theory, they try to seize as much as possible of the complexity and the movements in the real world. However, they know that they will never be able to grasp it all" (Strauss & Corbin, 1990, p. 111). "The discovery and

specification of differences among and within categories, as well as similarities, is crucially important and the heart of grounded theory” (Strauss & Corbin, 1990, p. 111).

#### *Inductive and deductive thinking – going back and forth*

Strauss and Corbin (1990, p. 111) stated that during the coding process, it is common to go back and forth between inductive and deductive thinking, as the checking and proposing has a constant ongoing interplay. The researcher deductively propose statements of connections/linking/relationships or suggest potential properties and their dimensions when he/she works on the collected data. It is when the researcher moves back and forth he/she grounds the theory (Strauss & Corbin, 1990, p. 111).

According to Strauss and Corbin (1990, p. 112), the concepts and the connections/relationships that occur through deductive thinking needs to be verified several times against the actual data. They are initially held as provisional, and gets rejected if they are not supported (Strauss & Corbin, 1990, p. 112). Strauss and Corbin (1990, p. 112) claimed that “your final theory is limited to these categories, their properties and dimensions, and statements of relationships that exist in the actual collected data – not what you might think be out there but haven’t come across” (Strauss & Corbin, 1990, p. 112).

#### *Our axial coding*

As mentioned in the chapter related to open coding, we took the post-it notes we had written and placed them into different groups after a fitting pattern and relationships. If one of us did not agree with the placement of a code, this code was moved into another one, more fitting for that specific code. After finishing placing them in groups which we found to be stable and solid, we went through the groups together and made sure that we both agreed with the placements of the codes. When all notes were placed in the groups, the next step was to find a category and a name for the whole group. We tried to use categories that were not already used as codes on the post-it notes, which meant that we had to get creative. When all groups had gotten their categories, it appeared that not all of the post-it codes fitted in that group despite our placement. They were then moved to another group that were better suited. As a result of the modified open coding, we ended up with 78 open codes in Generation X and 95 open codes in Generation Z. After the axial coding, we ended up with 17 categories for each of the generations. These 17 categories, in total

34, will be discussed consecutively in the findings chapter. Under each category, we also included sayings about the other generation, as they used this to compare themselves to the other generation.

### *Findings*

The findings in this analysis are built upon the categories and codes that we created during our analysis of our seven CurroCus group interviews. The findings are from the participants' answers on our questions regarding their experiences as employees. Questions included themes such as challenges, advantages, flexibility, communication, learning, authority, loyalty, drive, technology and work preferences. The findings are disclosed on C-level codes which was done in the open coding, B-level categories which follow on a higher abstraction level and is a part of the axial coding, and A-level categories which are our main findings, and a part of selective coding. The A-level categories are therefore the highest abstraction level of the B-level categories.

### *Counting of codes*

To get a better grip of how representative the codes were in each group of the generations, we created a table where we included the 78 codes for Generation X and the 95 codes for Generation Z. Then we went through all the interviews again and noted down in our table if a group mentioned something that could fit in a certain code. Instead of using "x" or "1" to mark if it was mentioned, we used "m", as this could stand for "mentioned". If we had used "x", this could have been misunderstood as we are writing about Generation X. If we had used "1", this could have been misunderstood as being mentioned *one* time. When we had counted all the codes, we could see that some codes were represented in all interviews, and some in only one, two or three. We included the percentage of the results of the coding in the column far right in both generations. If the percentage is 100%, the code is mentioned in all interviews at least once. Even though some codes are only represented in one interview, we decided to include it in our results as we felt that the information shared was of importance. The counting of codes is included in Appendix 12.1.

### *Sub-categories on B-level*

As mentioned earlier, we ended up with 17 categories at the B-level for each generation in this analysis. The categories are consecutively numbered from 1-17 in each generation, and they are

not ranged.

However, category number one is universal for both generations and is called *dependent*. This category is of importance as every group highlighted that every question and every topic has some dependencies related to it. Their answers could not just be black and white, as the topics could be related to each other and to other aspects of life. The same goes for category number two, which we chose to call *occupation*. When the respondents in the different groups answered to some of our questions they said; “*this is profession dependent*”.

### *Generation X*

#### **1. Dependent**

#### **2. Occupation**

#### **3. Life**

*Life* includes the respondent’s personal life, such as family life, economy, stability, upbringing and physical health. The fact that they are as settled down as they are, makes it easier to work because of the joy, and not anything else. They have their economy in place and a family life is a part of their everyday lives. However, Generation X stated that there has been a shift in the society, and that some people wait longer with having kids now than before.

#### **4. Development**

In the work life there are a lot of developments happening, and one of the issues concerning Generation X were their own habits. They are used to doing things their way, and when younger employees join them, new inputs and innovation is occurring. Moreover, they appreciate younger employees, as this will lead to new knowledge being shared. On the other hand, they realize that adapting to changes gets harder the older they get. A big part of development is also efficiency, and how technology both eases the job and makes it harder for them to tag along because their slower adapt to changes. It is, however, important to be up to date and follow the market. One group also mentioned marketing as a part of technology development, whereas this has moved in

a positive direction. Concerning inflation, Generation X points out that they are lucky to have houses that are already paid for, in contrast to the younger generation. In relation to improvement of efficiency, this can also result in loss of jobs.

## **5. Knowledge collection**

When it comes to knowledge collection and learning new things, all respondents in the different groups were relatively collective in their answer; *learning by doing*. However, learning by being taught, education, repeating information and knowledge across colleagues were also mentioned.

## **6. Attitude**

Work ethics is one of the issues that is placed under the attitude category. Generation X said that one of the best things about themselves is that they have good work ethics. They mentioned that this does not always suit the younger generation, but they also claimed that not *all* people in their own generation have a good work ethic. Furthermore, they asserted that they are confident in the work that they do, and that this also affects their work ethic. However, when it comes to technology, they are more insecure, and this affects their attitude towards new technology. One of the groups mentioned that they might have less respect for their leader if the person is younger than them, which means they have prejudices. If there is something they disagree on at work, they would rather accept it than change jobs, because they appreciate the stability. Moreover, they claimed that they are more critical than the younger generation, and more often aerates their mind if anything concerns them. One respondent disagreed with this, and experience that the younger generation is better at this. However, they also experience that Generation Z are more cavil than what they are. Moreover, they claimed that Generation Z have less respect for the authority than what they have, and they believe that this in conjunction with upbringing. Generation X was raised during a time where it was normal to bow if you saw the principal. They concluded that they think that Generation X have more respect for the younger, than what Generation Z have towards them. Lack of respect is not positive in any way according to Generation X. They also asserted that they believe that Generation Z are more selfish than Generation X. Furthermore, they mentioned that the Law of Jante was more present when they grew up, and that this has affected how they act today. Therefore, they believed that Generation Z have more faith in themselves, than what Generation X might have.

## **7. Phone**

Generation X do not see the point of being so addictive to their phone. They argued this with that they are not used to it being like this, in contrast to the younger generation. It is important to be present at work, and if people use their phones during work hours, their attention is somewhere else. This generation have experienced younger generations using social media during their time at work, which Generation X claimed that they would never do. Only during break if they do not socialize with their colleagues. However, they also stated that they would manage a whole day without it. They also asserted that there is no necessity in wearing their phone, because if they needed to be reached, their family, friends and colleagues would be able to call directly to their organization. Neither are they used to being available at all times. Generation X claimed that Generation Z are much more addicted to their phone than they are, and that this is a result of them being used to being available at all times. Generation Z are also of the opinion that everyone else is within reach at all times, according to Generation X.

## **8. Collaboration**

All respondents enjoy working both alone and in a team, and they also mentioned that it is personality dependent and not generation dependent. However, collaborating means teamwork, learning things from others and getting a different view on things, as well as it is social. Working together as a team means working towards the same goal, which is motivating for Generation X. Some tasks at work also need a collaboration between the employees. Generation X asserted that they believe that Generation Z have more experience with teamwork because of how much they use it at school, but that their ego also makes them more individualists. Generation X mentioned that it is important to “grab” Generation Z when they first arrive in the organization, and let them share their new and up to date knowledge. Generation X do not want the new employees (Generation Z) to be shaped or formed by their old habits.

## **9. Connections**

Connections does not only include communication platforms, but also relationships between colleagues, and between colleagues and leader. Depending on who you are talking to, and what you are communicating, different communication platforms are used. Also, to get a good communication, a good relationship must be established. Apart from that, face to face and oral

communication in general, was the preferable communication method. Misunderstanding are least present face to face or orally, and it is less of a hazard to convey an issue if you are talking face to face to each other, and can see facial expressions as well. It is easier to interpret the oral communication in contrast to the written communication. Mail is also commonly used in all groups, and is efficient if you want to reach a lot of people with the same information. If you need documentation on something, it is also better to have it written. Messages and phone calls can be used if they want to communicate short messages. Chat was also mentioned as an efficient communication method. Two groups mentioned that social media is used in a more private setting, but still, it could occur that they communicated with colleagues through it. However, creating a Facebook group for example, where information about work is posted, was unacceptable. This was because some employees might not have a profile on Facebook, and then they would feel left out if information were posted there. They also do not want to force anyone to join Facebook, as well as it is important to have a clear balance between private life and work life. How you choose to communicate is also situation based. One group stated that it was convenient to be able to have all information available on their phone. An example where oral communication shall be used is if employees are sick. A phone call commits more than a message.

## **10. Flexibility**

Flexibility concerns different topics, and whether you can be flexible or not also depends on your profession. One of the respondents said that he could not be flexible at all because of his profession, and that he wished that he could be able to have a home office sometimes, so that he could have a better balance between work life and family life. This respondent was the only one mentioning anything about having a home office, and the other things concerning flexibility was mostly regarding flextime and facilitating. Generation X meant that it was positive to be able to vary shifts, and if it was necessary, that they were able to have a day off if they asked for it. They want the employer to see the individual person and be able to facilitate if needed. One group mentioned that Generation Z are more rigid than Generation X, and that Generation X were more willing to step in for another person, as well as staying longer if necessary. Show up on short notice and go the extra mile was also appreciated. Not being so rigid was also in connection with devotion. If you are more devoted to your workplace, then you were more willing to be flexible.

Variety was also specified as a part of being flexible. They want to have varied tasks at work, as well as they were willing to have different tasks if asked for it. Nonetheless, respondents had also experienced that flexibility could be abused by the employer. Flexibility could be seen as a negative thing if used wrong, but positive if used right, and that goes both ways. They also stated that the wish of being flexible, also was related to the different stages of personal life, but that they still were more flexible than Generation Z. Generation X stated that Generation Z put themselves before the organization, and that they therefore would leave to attend personal matters, rather than staying the extra hour.

### **11. Devotion**

Devotion highly relates to loyalty and respect. Loyalty towards colleagues, customers and organization was central in all interviews. Loyalty is also connected to confidentiality. Collectively they agreed that Generation X have more respect for authority than Generation Z have. They also believed that respect for others has a lot to do with upbringing. If you are raised to be respectful, you will respect your colleagues, leader and organization. Furthermore, devotion has a lot to do with commitment to work, in this case turnover, and mutuality. Generation X said that their commitment to their organization has a great deal with them being safe in their current job, and not being of afraid of dealing with finding a new job. One thing that also concerned Generation X was that age has a lot to do with stability at work, and why it was more difficult for them to change jobs after a certain age. With Generation Z in their mind, they stated that changing jobs also can be a positive thing, and with change they can seek for new challenges and more experience. Mutuality is highlighted as respecting decisions made in plenary. One group had experienced that Generation X are less cavalier than Generation Z. It is also important to not speak negatively about your organization among other people. Privacy is also a part of devotion according to one group. It means respecting people's privacy, for example that the leader does not add people as friends on Facebook, in order to separate private life from work life.

### **12. Leader style**

As already mentioned under the category *attitude*, one respondent said that the leader's age is connected to whether she will respect her leader or not. If the person has no experience from work life, they will quickly notice, and it does not matter if they have a lot of education or not.



Besides that, Generation X wants the leader to be able to lead the organization, push employees, and inspire them. They wish for a leader that walks in the front and paves the way. A lot of things depend on how much responsibility a leader takes. Communication is one of those things, and it affects how much the employees have to communicate on their own. The leader's style also influence whether the employees are allowed to think innovative or not, whether or not the leader are open for new things. Some people like when it is rigid, but some people also like innovation. Generation X claimed that they have more respect for the leader than the younger employees, and that they are not cavil towards the leader's decisions.

### **13. Individuality**

Every person has their own personal preferences, and this applies to every aspect of work life. In the category *collaboration*, the respondents claim why they enjoy working in teams, but they all expressed that they also appreciate working individually. By working alone, you get to do it your own way and you achieve personal satisfaction.

### **14. Changes in society**

Because of changes in society, some of our respondents in Generation X had experienced cutback at work. One of them lost their job due to foreign competition, and the other one because of hard times in the industry. Younger employees are also seen as competition, as many of them come straight from school with education and new up to date knowledge. Generation X claimed that the younger generations are more likely to get a job than them because of their age. However, it is harder to get a job today versus when Generation X were young. Organizations demand more, both education and experience. The education Generation X have is not as up to date as Generation Z's, and if they lose their job when they are older, it is harder for them to find a new job. Generation X also felt that it is harder to adjust to the changing society the older you get.

### **15. Regulations**

All employees are regulated by the Norwegian legislation, and one group mentioned that they feel that this legislation is too protective over the employees. However, it can help them to not be abused by the employer in accordance with flexibility. The employees are also obliged to

maintain the duty of confidentiality. In addition to that, they are obligated to follow rules at work, whereas it is mandatory to *call* in if you are sick, and not *text*. Personal phones are also not permitted at some organizations, unless it is used during a break.

## **16. Motivation**

According to Generation X, promotions within the organization is not their biggest focus. They believed that this is more important for Generation Z. However, for them it is more important to be able to get new challenges so that it will not get boring at work. As long as they enjoy working in the organization, this is their biggest motivation. Generation X are more present at work if they look at absence, and this is in conjunction with their work ethics. Even though promotions are not their biggest focus, they still want there to be opportunities for personal growth, and if necessary, a possibility of changing jobs. Still, they not only want personal growth, but also organizational growth, and instead of being selfish and change jobs if there is something they are not happy with, they would rather try to develop their organization instead. Passion and job satisfaction are at the top of their motivation scale. They suppose that salary, status, and career ambitions are more central for Generation Z. Generation X is more concerned with being in their current job until they retire, and therefore job satisfaction is essential.

## **17. Experience**

Generation X certainly have more life experience and work experience than Generation Z. In the past it was also easier to get a job without experience. They grew up in a time where it was cheaper to buy houses, and their loans might already be paid. This is one of the reasons why money and a big salary will have a lower priority compared to job satisfaction. They do not need the money as much as Generation Z does. In relation to getting a job, employers want people with education, experience, and also they must have the right age, but sometimes Generation X do not have a lot of education, and the same goes for Generation Z regarding experience. This makes it hard for both Generation X and Z to get a job. Because of their experience, Generation X address that they are more confident in their job than Generation Z might be.

## *Generation Z*

### **1. Occupation**

### **2. Dependent**

### **3. Life**

The *life* category for Generation Z include the respondents expressions related to life situations. They explain that their physical health could be a possible advantage at work, but also how their job could have an impact on their personal life in relation to stress. They find it important to separate their life at work and their personal life. In addition, their life have also been influenced by the fact that they are dependent on their parents much longer than Generation X were, and by their upbringing. They believe this have a connection with the possibilities for education and opportunities. Their economy is also a vital part, as it comes to show that the generation struggle with focus on wealth and money. The demand for education and experience also affects Generation Z's life situation.

### **4. Devotion**

Devotion is Generation Z's expressions about loyalty, respect, the atmosphere at work, and the degree of turnover in organizations. The respondents noted that they were used to being respected without working for it, but this was proved to be hard, as they felt that the older generation did not respect them. However, this could depend on their upbringing, their leaders, and their gender, among other things. The respect and loyalty has to be mutual between the employees and the organization/leader, as the employees are a product of their organization. They added that their loyalty towards themselves were higher than towards their organizations. Several respondents noted that their willingness to change jobs, was related to the atmosphere at work, how the environment was affected by the degree of socialization, respect and loyalty. An open relationship with their leader was seen as a sign of loyalty, but a couple respondents mentioned how a resignation could affect this relationship. If it was a good relationship, a leader would accept it and be nice about it, but if it was a bad relationship, the employees could be treated badly. When Generation Z changes job, it is often related to selfishness, and that they want more choices and opportunities. The devotion to the organization is also connected to

whether they have chosen the organization themselves, or if they are placed there by a third party.

## **5. Individuality**

Individuality includes the fact that every human has its individual personal preferences. Every human being is different from each other, and therefore prefer different things. An important connection was the respondents' preferences related to teamwork, where they emphasized that it was related to individuality whether they enjoyed it or not. If they wanted a task done, they preferred doing it themselves, as they trust themselves more. However, this could affect their well-being at work. One respondent in Generation Z claimed that she did not enjoy working alone, as she felt that she was dependent on working with someone else.

## **6. Leader style**

Leader style is related to expressions about Generation Z's relationship with their leaders, how they prefer their leaders to act, and what type of leader they want. The respondents all agreed with the statement that they wanted a professional relationship with their leader, and a good leader made them feel safe. They also preferred a defined leader, and did not care about the leaders age. Generation Z claimed that the older generation (Generation X) did not care too much about the leader's statements or sayings, as they had their old habits, and did not want to change. However, Generation X (In Z's opinion) did not voice their disagreements, as they are too loyal towards the leaders. Moreover, Generation Z mentioned that they talked to their leader as it was just another colleague, and that this might have been developed through the years. The respect towards the leader, was also in conjunction with their upbringing. Nonetheless, they sometimes felt that the leader discriminated *them* based on gender and experience.

## **7. Regulations**

This category is related to laws, rules and rights. The respondents explained that different occupations have a different set of rules, but that they were all regulated by the Norwegian legislation. Confidentiality seems to be of high importance to the generation, especially related to usage of their phones at work. They have a lower limit when it comes to expressing discomfort at

work in contrast to Generation X, and use the laws to their benefits. Today the rules and regulations are stricter than before, in conjunction with letting people go.

## **8. Changes in society**

This category contains expressions related to the ongoing changes in the society related to both education and working life. The generation claimed that the demand for education *and* experience are higher now, than it was for previous generations. In Generation Z's opinion, this new demand makes it harder acquiring a job now, than it was before. It is also linked to new knowledge, which helps them break old habits in organizations. However, Generation Z experience that they have a lot more choices and opportunities than previous generations. The shift in authority is also a factor. They can clearly see that the older generation retires, which makes room for younger leaders. As a result of inflation, Generation Z asserted that everything is much more expensive today, than what it was in the past. This is in accordance with what they mentioned under motivation; salary is of high importance to them.

## **9. Knowledge collection**

The respondents reported different techniques for gathering knowledge related to work and life. Still, there was a collective agreement that learning by doing was the favored method. Other methods the generation mentioned, was reading, getting feedback, observation, learning by mistakes, visual cues, repeating, and discussions with others. They also reported that they wanted to learn the traditional way to do certain tasks, as well as being educated with the help of discussions and courses. Their interest in the topic/task that they are doing or learning, has a big impact on how well they learn it, or are willing to learn it. This category also reported to be highly dependent on the individuals. This is shown in an example, as one respondent claimed that he could not stand reading, and that he would not remember anything from it.

## **10. Development**

Generation Z grew up with technology, which resulted in a generation with high skills in using this technology. They are also used to things going fast and easy. The development of the society pushes Generation Z to think differently and innovative. It is important to be up to date, follow trends, and use the technology for marketing. Efficiency is a big part of development, which is

often related to technology and can make their days at work easier. Many of the respondents in Generation Z claimed that they depend on the technology to work, and that their tasks at work, would not be able to execute without it. Because of this, they are also interested in learning the old way of doing it. They would like Generation X to learn them old techniques, not only because it is useful, but also fascinating and interesting. In some professions they are also dependent on older workers, as not everything can be Googled. One respondent also asserted that it can be a burden with new systems, if they did not get the proper learning. In conjunction with health, safety and environment (HSE), they were thrilled about the new technology and its impact on those issues. One respondent in Generation Z was however, concerned about the fact that improvement of efficiency and technology can take over for human labor. This can lead to people losing their jobs. In addition, one group expressed a concern related to technology and the usage of it in the future. They believed that people are way too addicted to it, and hoped that they would not develop an even stronger addiction towards it. Apart from technology, Generation Z are a lot more facilitated for today than what Generation X were when they were young. Today, they even get help with finding a place to work, in most cases this concern apprentices.

## **11. Connections**

Connections are not only limited to platforms for communication, which is already presented in the category related to Generation X. The category also include relationships between colleagues, and between colleagues and leader. Depending on who you are talking to, different communication platforms can be used. To get a good communication, a good relationship must be established. As well as the older generation, the Z's also prefer face to face and oral communication as the commonly used communication method. Both generations explain that misunderstandings are least present here, and it is easier to convey an issue if you are talking face to face to each other, and can see facial expressions as well. It is easier to interpret the oral communication in contrast to the written communication. They prefer the communication to be held professional, and mail is also commonly used in all groups, and they mentioned that they prefer regular staff meetings. If they wanted documentation on something, written communication was preferred. Messages and phone calls can be used if they want to communicate short messages, but the respondents felt that communication on social media was unprofessional.

However, this notion was also dependent on the relationship with the person you wanted to reach. Social media sites like Facebook were not allowed in some organizations, they had rules against it related to privacy. They also added that they understood that some of the older coworkers did not want to create a Facebook account, which made the rules related to communication there stricter. Nonetheless, some respondents highlighted that their leader contacted them on Facebook, and they did not appreciate that. Several of the respondents wanted a secure platform used for work only, where the relationships were held professional. Social media in use with communication, lead to less privacy, and they would like to separate their private lives from their work life. However, some respondents claimed that their organization use Facebook groups in order to communicate information, and that this sometimes is a good thing, because they always are available on their phones and Facebook. Moreover, Generation Z highlighted that the development of technology has made it too easy to contact each other. Urgent messages must be communicated through a phone call. Generation Z claimed that they dislike using their phone for calling, but realized that it is the professional way to contact for example their leader.

## **12. Collaboration**

Collaboration expresses the views on how the respondents prefer to work. All of the groups highlighted that this were dependent on personality and profession, laws and needs, and that they enjoyed both working in teams and individual. Generation Z also believed that they were more used to working in teams versus Generation X, as teamwork is more implicated at school now. Generation Z enjoyed working in teams because they then had more people working together on a specific task, and they could help each other out. Generation Z saw themselves as very social, and this was also a reason for why they liked working in teams. They can also motivate each other when working in teams, and they mentioned that a group doing their best is better than one person doing his/her best. The relationship between the employees is also essential, as this affects the teamwork. The training the employees would receive at work when they first started, influence whether they are able to work alone or not. Communication is also necessary when working in teams. Concerning Generation X, Generation Z believed that they like to work more independently.

### **13. Flexibility**

Flexibility is an important word for Generation Z, as they believe that this should be mutual. They did not want it to be expected and demanded by the organization, they wanted it to be *their* choice to be flexible or not. They explained that they were willing to go the extra mile for the organization, take extra shifts when needed, or in some scenarios, change location. They also expressed the desire for mutuality related to flexibility, and a need for the organizations to facilitate when needed. Flexibility must not be abused from either part, and it must be respected. Flexibility is also related to the willingness to change and adapt to society, as well as the possibility to create their own working hours to some that would be more suitable for them. However, flexitime was not an option in any of their professions. Generation Z compared themselves to Generation X, and believed that they were more flexible than the older generation.

### **14. Attitude**

Attitude concerns feelings and relates to, but not are limited to, work ethics. One of the respondents claimed that their generation (Generation Z) are lazy, and that the only reason they work is to make money they can use. A common note from all the respondents were prejudice. Generation Z claimed that the older generations looked down upon them as they did not have as much experience, and because of their young age. However, they added that with cases of technology, the older generation just assumed that Generation Z know everything, and Generation Z experienced more respect from Generation X in this area. Prejudice was also connected to status, where Generation Z highlighted that they were more focused on status, and their pride, which meant that having relations to NAV (Norwegian Labour and Welfare Administration) is a shame. A well paid job, preferably with extra goods was favored. Further, they explained that they had a bigger barrier with asking someone from the same generation for help, than they had with older generations. In addition, Generation Z mentioned that they were more selfish, and willing to put themselves over other coworkers and/or the organization. They are also more pampered than previous generations. Selfishness can be related to self-loyalty and self-reliance, as the respondents added that in order to be sure that everything met their standards, they had to do it themselves. In relation to work ethics, Generation Z responded that they were influenced by their coworkers and the rules/regulations in the organization. The generation also expressed that they had more confidence now than previous generations had at



their age, with expectations that a CEO position is not far away. This is also in accordance with the fact that they want to prove to the older generations that they are able to do *more* than just sitting in front of a computer screen. They are not afraid of communicating their opinions, as they believe that their opinion is important. Nonetheless, they felt that they are more prone to do as told. Compared to what Generation X have, Generation Z believed that they have a different view on the authority nowadays. They still respect the authority, but believe that there has been a shift in the way you look at it.

### **15. Mentality**

Generation Z's expressions related to mentality, showed that they were open towards changes in society. One of the groups explained how they sometimes were called *Generation Performance*, as they always strive to be best and are met with high expectations from themselves and the society. The high expectations are also related to the fact that they do not want to make a fool out of themselves. However, they are more concerned of showing weakness in front of their own generation, than the older generations. They would rather ask for help from Generation X than fellow employees in the same generation. Generation Z fear that employees in the same generation would make fun of them if they were to make mistakes. They feel that they have a lot to learn from Generation X, for example compassion and the ability to be understanding, among other things. Moreover, in their opinion, they are better at asking for help than what Generation X are. This they related to Generation X's pride, and as a result of their pride, they will not ask Generation Z for help. Some of the respondents also claimed that their generation did not discriminate as much as the older ones, as they grew up with a differentiated population. On the other hand, Generation Z believed that they are met with high expectations from organizations, they have to know everything, or at least learn everything at once. The leader's age is not a problem for the generation, which is also related to their mentality. A deeper explanation related to leaders, has already been given under category number six.

### **16. Motivation**

The biggest motivation factors for Generation Z are salary and status. They expressed a desire for a well-paid job, which will then lead to a greater status in the society. Their wish for materialistic possessions is also related to their motivation concerning salary. However, some of

the respondents also added that they chose their job and profession based on passion, which is a bit contradictory. In addition to that, Generation Z are motivated by the feeling of being wanted, the chance for personal growth, as well as a varied life at work, which also contains enough challenges. Generation Z claimed that they had a larger focus on promotion than Generation X. The mutual loyalty between employer and employees was also mentioned as a motivation factor. One of the respondents added that the opportunity to learn and gain experience also provided motivation. Job satisfaction is also a motivating factor, as they claimed that unhappiness would lead them to changing job.

## **17. Phone**

The phone is an important part of Generation Z's life, where all of the groups mentioned that they are addicted to it, and preferred to be available at all times. Apart from this, they mentioned that most of them are not allowed to use it during work hours. Still, they always wear it. One of the reasons Generation Z always like to wear their phones, is because of the easy access to information. If they wonder about anything, they can Google it and get an answer in no time. They mentioned that they have the 'world in their pocket', and 'walk around with two brains all the time'. They also noticed that the phone could be a source for distractions, which could have an impact on their performance at work, and cause situations that they do not want to be in. Generation Z explained that their usage of social media at work is dependent on their leader, which is also explained in category number six. In relation to satisfaction at work, the generation noted that individuals who did not thrive at work, might use their phone as an escape, where they could connect with friends on social media.

The usage of phones is not just all bad, as the respondents noted that they sometimes used their private phone in relation to work, or had a specific phone at work that they used - again related to work. The phone could also be used for fast and cheap marketing. One respondent highlighted how it can be used to attract customers, and at the same time be a distraction and create lack of efficiency if done during work hours. Generation Z expressed feelings towards boredom, something they do not handle well, and their phone is an excellent escape from boredom. It sometimes occurred that some of them checked their phone and social media while at work, if nothing to do. However, if phone use is prohibited, they would be "forced" to find something to

do at work. One respondent claimed that she used her phone because the other employees also did it, including the older employees. But if they would not, she would not either, and especially if there were customers. Most of the respondents added that their phones are mostly used during their breaks. Moreover, if it is prohibited, flexibility must be possible, for example if they are waiting for a phone call. In Generation X's opinion, Generation Z are too addicted to their phone, and Generation Z agrees with this. However, they also sense that Generation X are addicted to it as well.

### Selective coding

Selective coding consist of five steps (Strauss & Corbin, 1990, p. 117). The first step is the story line, which is "the conceptualization of the story" (Strauss & Corbin, 1990, p. 116). Followed by relating subsidiary categories around the core category by the means of the paradigm, then relating categories at the dimensional level, validating those relationships with data, and filling in the categories. The last step might need additional improvement (Strauss & Corbin, 1990, pp. 117-118).

According to Strauss and Corbin (1990), the steps might be a straight line from one to five, but in reality, the researcher moves back and forth between them. They do not have to be executed in that order, and they are not distinct in actual practice (Strauss & Corbin, 1990, p. 118). Hansen (2005) explained that selective coding is several choices that the researcher has to make. He/she has to remove him/her-self from descriptive stories, towards stories that are approached in a more analytical way. Following, the researcher has a choice to make, which is often between two or several salient issues (Hansen, 2005, p. 35). "The choice is then between which problem should be raised in order to write a paper or monograph and which should be left for a second paper" (Hansen, 2005, p. 35).

Strauss and Corbin (1990) noted that a good resource for the researcher to get his/her thoughts written down is to use descriptions (the "story"), but when the researcher is committed to a story, he/she must move past the description to the conceptualization – *to the story line*. Now the story has to be told in an analytical way (Strauss & Corbin, 1990, p. 120). Which means "just as with open and axial coding, that the central phenomenon has to be given a name (and as a category

gradually be related to other categories)” (Strauss & Corbin, 1990, p. 120). A good place to start is to look at your already existing categories to check if one might be abstract enough to encompass the descriptions from the story, and if you do, this one becomes the *core category* (Strauss & Corbin, 1990, pp. 120-121). The *core category* has to be created in terms of its properties. If the researcher is able to tell the story correctly, then he/she should in addition to revealing the core category, indicate its properties. After the properties are identified, it is time to relate the other categories to it, which will make them *subsidiary categories* (Strauss & Corbin, 1990, p. 123).

Once the differences in the context are identified, it is time to systematically group the categories (Strauss & Corbin, 1990, p. 132). “They are grouped along the dimensional ranges of their properties in accordance with the discovered patterns. This grouping again is done by asking questions and making comparisons” (Strauss & Corbin, 1990, p. 132). According to Hansen (2005, p. 35), the patterns can be discovered by an accident or luck. Strauss and Corbin, (1990, p. 132) noted that when the data is related at the property and dimensional level, in addition to the broad conceptual level, the researcher has the rudiments of a theory. However, the theory has to be validated against the data for it to be grounded (Strauss & Corbin, 1990, p. 132). Strauss and Corbin (1990, p. 133) explained that this could be done with arranging the theory out in memos in either a diagram or narrate it. “Then statements regarding the category relationships under varying contextual conditions are developed and finally validated against the data” (Strauss & Corbin, 1990, pp. 133-134).

#### *Our selective coding*

In some situations, it can be a challenge to find the story line in each category, and therefore a second pair of eyes from a colleague can be of good help. In the process of analyzing our data, we worked together. We experienced that when we did it together, we could discuss how the connections and relationships would fit, and then got the best possible results. We agree with Strauss and Corbin’s (1990, p. 125) statement, and found that it was a challenge sometimes to display how the other categories was linked to the core category. Our interpretation of the 34 B – level categories, left us with 12 A – level categories, six for each generation.

*Generation X*

# Generation X

<p><b>Coworking preferences</b></p> <ul style="list-style-type: none"> <li>- Individuality</li> <li>- Collaborations</li> <li>- Connections</li> </ul>	<p><b>Mindset</b></p> <ul style="list-style-type: none"> <li>- Attitude</li> <li>- Flexibility</li> <li>- Devotion</li> <li>- Motivation</li> </ul>	<p><b>Response to changes</b></p> <ul style="list-style-type: none"> <li>- Development</li> <li>- Changes in society</li> <li>- Experience</li> <li>- Phone</li> </ul>	<p><b>Learning preferences</b></p> <ul style="list-style-type: none"> <li>- Knowledge collection</li> </ul>	<p><b>Management preferences</b></p> <ul style="list-style-type: none"> <li>- Regulations</li> <li>- Leader style</li> </ul>	<p><b>Wider influencing factors</b></p> <ul style="list-style-type: none"> <li>- Life</li> <li>- Occupation</li> <li>- Dependent</li> </ul>
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*Table 7. A-level categories with including B-level categories Generation X*

**Coworking preferences**

How Generation X prefer their life at work to be is related to the sub-categories *individuality*, *collaborations* and *connections*. Working in teams as well as individual, is dependent on the assigned tasks, as they have no problem with either one. Communication is preferred orally, and face to face when possible, but some issues could be best presented written.

**Mindset**

Mindset includes the following sub-categories from the B – level: *attitude*, *flexibility*, *devotion* and *motivation*. We concluded to put these sub-categories in this core category because they all concern the respondents’ mindset in relation to work. Their view on the organizations and their coworkers, depends on the devotion. This can also be influenced by both external and internal motivation factors. Flexibility and the willingness to go the extra mile is related to mindset, as it express how devoted the employees are towards the organization. Their will and opportunity for openness towards various aspects, are also connected to the respondents’ mindset. Generation X

focused on being stable in their organization, where they felt safe. As a result of this, they do not change job often, which means that there is a low turnover in this generation.

### **Response to changes**

This category consists of the following sub-categories from the B -Level; *development, changes in society, experience* and *phone*. The society is constantly changing and developing, which will have an effect on the environment at work. New technology appears in organizations, which can have an influence on the employees in connection with the usage of phones at work, and the current experiences the different individuals have. Generation X expressed that their life and work experience separated them from Generation Z, but that the vastly changes can become a challenge for them.

### **Learning preferences**

In this category we only included one sub-category – *knowledge collection*, as it did not have other fitting relationships. Generation X reported that they preferred learning by doing if possible, but that they also had the patience to read and being educated if necessary.

### **Management preferences**

Management preferences is the category which consists of *regulations* and *leader style*. Leader style influence the everyday life in organizations, and will have an impact on the employees' behavior, communication, innovation, and whether or not they feel secure at work. The regulations include, but are not the Norwegian legislations. Specific rules can also be added by the leader to fit each organization.

### **Wider influencing factors**

*Life, occupation* and *dependent* are the sub-categories which the core-category wider influencing factors was developed from. The life situation is different from individual to individual, and Generation X noted that they are settled down, they have a job, and are raised differently than Generation Z. One of the challenges that Generation X faces is their age, which will affect their physical health. This challenge will only grow as they become older. However, dependency and occupation are the basic of every category, as it was found that every group meant that

everything was dependent on other factors like the type of profession they had. Nothing could just be black and white.

## Generation Z

Generation Z					
<p><b>Coworking preferences</b></p> <ul style="list-style-type: none"> <li>- Individuality</li> <li>- Collaborations</li> <li>- Connections</li> </ul>	<p><b>Mindset</b></p> <ul style="list-style-type: none"> <li>- Attitude</li> <li>- Flexibility</li> <li>- Devotion</li> <li>- Motivation</li> <li>- Mentality</li> </ul>	<p><b>Response to changes</b></p> <ul style="list-style-type: none"> <li>- Development</li> <li>- Changes in society</li> <li>- Phone</li> </ul>	<p><b>Learning preferences</b></p> <ul style="list-style-type: none"> <li>- Knowledge collection</li> </ul>	<p><b>Management preferences</b></p> <ul style="list-style-type: none"> <li>- Regulations</li> <li>- Leader style</li> </ul>	<p><b>Wider influencing factors</b></p> <ul style="list-style-type: none"> <li>- Life</li> <li>- Occupation</li> <li>- Dependent</li> </ul>

Table 8. A-level categories with including B-level categories Generation Z.

### Coworking preferences

This category was created with the sub-categories; *individuality*, *collaborations* and *connections*. The collaborations and connections at work affect Generation Z's life at work. They prefer to work in teams, as this is implemented at school from early age. Communication is favored to be face to face, and they express a dislike towards talking on the phone. Generation Z expressed trust issues in relation to executing tasks, and noted if they wanted something done, they had to do it themselves.

### Mindset

The sub-categories in mindset, cover *attitude*, *flexibility*, *devotion*, *motivation* and *mentality*. When it applies to devotion, Generation Z pointed out that the organization must be devoted to the employees, in order for Generation Z to be devoted to the organization. This also applies to

flexibility. They are willing to go the extra mile, but the organization must also be willing to facilitate for their employees if needed.

Their work ethics is highly related to money, which is also a motivation factor for them. In addition, there is also a pressure to always be the best, and have the best job as they are a part of the self-given name *Generation Performance*. The generation is more open than previous ones, and they do not care about diversities among employees which means that they do not discriminate on behalf of race, gender, age or sexuality. As Generation Z reported to be more loyal towards themselves than their organization, they had a lower threshold for changing occupation, which results in a generation with higher turnover.

### **Response to changes**

This category consist of the following sub – categories from the B-Level; *development, changes in society, and phone*. The environment in organizations are changing in relation to development, the society, and the easy access to mobile phones. Generation Z grew up with the evolving technology and have an easier and faster understanding of it, and therefore are more dependent on it. The sub-category *phone* is of highly relevance because of the increasing need of always wearing your phone and being available. Generation Z are addicted to it, but still they hesitate in using it at work. This however, is related to rules and regulations in the organizations.

### **Learning preferences**

As well as with Generation X, this category only includes one sub-category, *knowledge collection*, as it did not have other fitting relationships. Learning by doing was the favored method for learning, but they also highlighted other methods that are dependent on interactions with other people.

### **Management preferences**

Management preferences consist of *regulations and leader style*, from the B-level categories. Generation Z have an open view on their leaders, as they do not care about the age, and respect authority. Despite of that, Generation Z is not afraid to speak up towards their leader, as they know that they are protected by the Norwegian legislations if it resulted in a heated discussion.



### **Wider influencing factors**

Wider influencing factors are the sub-categories *life*, *occupation* and *dependent*. This core-category express how life is different for each person. Generation Z explained how everything is dependent on other factors, and on the different occupations. This generation is not settled down, and are just starting to create a life of their own, and moving out from their parents. As a contrast, they have lived at home for a longer period of time, and are dependent much longer than Generation X were. With their young age, their physical health is also better.

## 6.0 Reliability and validity

According to Neuman (2014b, p. 211), every researcher want their study to be both valid and reliable, but it is not feasible to have a study with a perfect reliability and validity. “Reliability and validity are salient because our constructs are usually ambiguous, diffuse and not observable. Reliability and validity are ideas that helps to establish the truthfulness, credibility, or believability of findings” (Neuman, 2014b, p. 212).

*Reliability* is a criterion within the qualitative research method and is saying something about whether the work you have presented is trustworthy or not (Dalland, 2017, p. 55). Following, Neuman (2014b, p. 212 ) claimed that the same item is repeated under the same or at least as similar as possible settings, and Kvarv (2010, p. 132) stated that if independent measurements of the same phenomena gives approximate the same results, the reliability is high. However, small errors might appear, and those weakens the reliability of a research. Errors can be misunderstandings of the asked questions, wrong punching of numbers, or that the researcher interpret collected data wrong (Kvarv, 2010, p. 132). “Reliability is necessary for validity and is easier to achieve than validity” (Neuman, 2014a, p. 135).

As we gave our respondents the needed information about the project and made sure that everything was anonymous, we felt that we received open and honest answers, and that the respondents did not hold back information. Our reliability was also strengthened by our test-retest session with our codes on the post-it notes. However, some of the informants were acquaintances of the researchers, which could affect the answers and also the reliability (Thagaard, 2013, s. 203).

*Validity* is according to Kvarv (2010), related to the measurement of the phenomena; how relevant the collected data is to the research questions. For the data to be valid, it is not enough that the collection of them were conducted accurate (Kvarv, 2010, p. 132).

We chose to use CurroCus (fast focus groups) as Morrison-Beedy et al. (2001, p. 48) claimed that the information collected with this method, produced both credible and valid information. In

accordance with the theory from Glaser (1992, p. 18), we validated the fit and relevance when we named our categories. However, for our theory to be grounded, it had to be validated against the data (Strauss & Corbin, 1990, p. 133). The interviews were conducted by the same two persons (the researchers) in quiet and closed off rooms. This provided security for the respondents, so that they could talk honest without fearing that others would hear them. Natural settings could, according to Neuman (2014a, p. 308), help increase the external validity, and we felt that all our interviews were conducted in natural settings. This was further elaborated in chapter 4.3.4 under Table 3 and 4. Our recording, the notes from the observer, and the written answers from the respondents gave us four different points of connections that we used to test the validity of the collected data.

The design of the interview guide consisted of a comprehensive process to ensure that we received answers to what we intended to investigate. Implementation of the pilot interview allowed us to check question formulations, as well as add defects or remove superfluous questions. With this, we gained good insight into which adjustments might be needed to get the most relevant answers in relation to what we should investigate. We also asked follow-up questions during the interview to get the most complete data. After transcribing the interviews, we experienced that we had received good answers that were relevant in relation to what was intended to investigate. We would like to argue with this, that we have managed to keep the red thread throughout the investigation and thus have examined what we intended to investigate. According to Thagaard (2013, p. 205), researchers can strengthen the validity by going critically through the analysis. However, the validity will be affected by our subjective understanding, no matter how much we try not to interfere with the data (Thagaard, 2013, p. 205).

Krumsvik (2015) noted that external validity is related to if generalization of the findings can be executed across social settings. The term is also commonly used in connection with the transferability or the transfer value (Krumsvik, 2015, p. 152). We conducted seven interviews, with the total of 36 respondents. One of the interviews were in another county, which helped strengthen the external validity. In addition, we interviewed people from different occupations which also affected the validity in a positive way. A limitation to our study was however the lack of male respondents (7/36), and that we had one less interview for Generation X. This could

weaken the external validity. On the other hand, our research questions relates to entire generations, and gender is not an area of focus. Gender does not have to play a major role for us or the results, but we still believe that it could have some effect. The location could also weaken the external validity, as the six other interviews were all conducted in Stavanger, Norway.

Based on this, it is difficult to make a statement about the transferability of this research, but we still tried to see if we could find some similarities with previous studies and research, which is presented in the discussion. In the discussion we found both results that matched previous research, as well as results that disagreed. Therefore, we claim that our data have some value for transferability, and relate to other members of Generation X and Generation Z, which strengthen the validity of our research. Our data is of value, and describe the aspects of the generation we wanted to examine. However, there might be several other points of view than the results presented in this thesis, and it can therefore not be presented as representative for all members of Generation X and Generation Z in the world.

## 7.0 Discussion

In this part of the thesis we will interpret and analyze the findings from the interviews with our seven groups, and put them in the context of the previous research in chapter 2.0. In the discussion, we will not follow the categorizations that we have used in the interview guide, we will follow the set-up of the core-categories from the A-level.

The purpose of the discussion is to explain our results in accordance with previous research, and in this way respond to our research question:

*What are the main differences and similarities between employees within the generations, and what are the main differences and similarities between Generation Z and Generation X as employees?*

To start of the discussion we will present our main findings from each generation, as the purpose of this study was to examine two different generations as employees. Generation X have already established a life full of experiences from the working life, and Generation Z have just started their journey as employees. The empirical data was collected with seven semi-structured focus group interviews, using the CurroCus method. We used a modified grounded theory approach to analyze the data, and ended up with six A-level categories for each generation. Since we have used a grounded theory approach, not all of our paragraphs in the discussion include previous research. This is because the purpose with grounded theory is to discover new information (Glaser, 1992, p. 16). Further, not all categories will include the same amount of information, as some issues were more present in our interviews than others. The six core-categories are: *coworking preferences, mindset, response to changes, learning preferences, management preferences, and wider influencing factors.*

### 7.1 Generation X

Generation X is not driven by promotion, rather passion and enjoyment at work. We noticed that a safe and secure job is important, and that they found changes in the environment challenging at times, due to technology. Further, Generation X also added that they wanted a leader, and that

the leader had an impact on communication, as well as rules in the organization, that extended the Norwegian legislations. Learning was preferred by doing, and communication face to face. Their age was presented as a challenge towards their physical health, and this will only become a bigger problem as they get older. However, everything is dependent on both person and occupation.

## 7.2 Generation Z

Generation Z highlighted that devotion has to be mutual between organization and employee, and their work ethics is often affected by devotion, salary and status. As they call themselves *Generation Performance*, they imply that they have a lot of choices and strive to be the best at all times, which also can be linked to their self-loyalty. Openness, and acceptance of diversities in society, as well as the dependency of technology are related to their response to changes. Similar to Generation X, the Z's prefer learning by doing and communication face to face. The generation are well aware of their dependency on their parents, which is a contrast to earlier generations who moved out much earlier. The dependency provides an opportunity to study longer and explore their choices in greater depth. Towards leaders they can appear cavil, but it is just because they are not afraid to speak up, as they know that they are protected by Norwegian legislations, as well as they believe that their opinion matters. Their age is both an advantage as their physical health often is better, but it can also be a disadvantage as they do not have the experience that organizations are looking for. However, as with Generation X, everything is dependent on both the person and the occupation.

## 7.3 What are the main differences and similarities between employees within the generations, and what are the main differences and similarities between Generation Z and Generation X as employees?

Pew Research Center (2015, p. 1) stated that a generation usually range between 15-20 years, and a cohort spanning 15-20 will most likely include a diverse selection of people (Pew Research Center, 2015, p. 4). In Generation X we have a span of 15 years (1965-1980), but in Generation

Z we only have a span of six years (1995-2001). The reason we chose to include respondents from age 18 and up, was to make sure that they would have experience from work life, in addition to them being of legal age.

We experienced that Generation Z had a lot more variety in their opinions, as well as they had *more* opinions than Generation X, and this is also visible in our discussion. This we could also see in the length of our interviews, as the average of the three interviews for Generation X was 34,86 minutes, and 44,25 minutes for Generation Z.

Generational differences are often explained with three different effects. One of them is the life cycle effect, where the main generational difference between younger and older people, is what position they are at in their lives (Pew Research Center, 2015, p. 4). This is also shown in our findings, as several respondents highlighted this. These findings will be further elaborated under the A-level category *wider influencing factors*. The second effect is a period effect, which includes matters such as economic booms, and technological breakthroughs (Pew Research Center, 2015, p. 4). Under the A-level category *response to changes*, this will be further discussed. The last effect is the cohort effect, which includes how historical circumstances can form individuals opinions. By these generational differences we can better understand how public attitudes are being shaped (Pew Research Center, 2015, p. 5), and this will be examined under the A-level category *mindset*.

### 7.3.1 Coworking preferences

Generation X expressed that their relations towards working in teams were dependent on both occupation and personality. However, we found it interesting that they were so positive towards teamwork when previous research stated (O'Bannon, 2001, p. 100) that this was something they were not good at. Indeed they also claimed that they preferred to do things themselves to be sure that the task was executed the right way. However, we believe that this is relevant for every human being, the ability to trust in themselves. As our respondents also claimed, working in teams could assure the quality at work, as they then would have a second pair of eyes on it.

Budac (2015, p. 6) claimed that Generation Z are not very good at teamwork, as they search for information, and socialize online. However, all of our respondents claimed that they enjoyed both working alone and in teams, which does not align with previous research. However, different from Generation X, the Z's enjoyed teamwork on the behalf of the socialization part, and the opportunity to ask for help. The Z's were also of the belief that the older generation was better at working independently, and that themselves were better at teamwork. We could not find any evidence of this statement, but wonder if there might be some truth to it, as both generations noted that there is much more focus on teamwork from early ages now. Even if Generation X were of the opinion that the Z's had more experience with teamwork, they added that their ego made them individualists as well. We did see some relation in Generation Z being more individualists than the X's, as they would rather save themselves first, and believed that the loyalty the from the organization towards them was more important than their loyalty towards the organization.

We wonder if the focus the Norwegian schools have towards teamwork actually have any effect, as Generation X claimed that the Z's had a bigger ego, and had experienced a bigger focus on "me, myself and I" from the Z's. Generation X grew up, as they claim themselves, under the Law of Jante, where no one could be better than the rest. Therefore, we speculate if the focus on teamwork is to bring the Law of Jante back again, and therefore also reduce the emerging individualism.

Organizations could benefit from teamwork, as the employees would not have to carry the workload alone, as they can share it with others. We assume that this can increase the efficiency, and therefore also maybe increase the profit for the organizations. We also believe that working in teams will increase the satisfaction at work among the employees, as both generations stated that they enjoy being social at work, and that they would be lonely if they were alone for too long.

In relation to working alone, we found that this could increase productivity if the younger generation did not have their phone or other coworkers to distract them. However, we assume that the productivity might go down, as employees then work at their own pace if they are not



driven by the results. For employees that are result oriented, working alone with the possibility to earn all the glory of a well-executed task, can give them motivation to work harder. On the other hand, we believe that it is important that the organization sees the individual's need, and therefore assign them to tasks where they would thrive. The organization must understand if a person prefer working alone, or in teams.

Communication in Generation X is preferred face to face, and this aligns with Stewart et al.'s (2017, p. 46) statement that communication with colleagues is preferred vocalized. Further, Generation X finds social media usage in work relations to be unprofessional. How Generation X use their phone and social media, can be viewed in relation to Alemdar and Köker (2013, p. 242), who explained that Generation X view Facebook like life, and that they use it daily (Alemdar & Köker, 2013, p. 244). We discovered through the interviews that Generation X uses Facebook more than they admitted, as they all used it during their breaks to be updated on friends and family. As well as with the younger generation, the older viewed social media as a necessary tool. However, Generation X was clear that the true social life happens outside of the social media sphere. Generation Z surprised us, as they collectively preferred face to face communication at work over the usage of social media. This statement already have some controversies in previous research, as Budac (2015, p. 6) stated that Generation Z would rather communicate through SMS, Messenger, and Facebook. Whereas Schawbel (2014a), agreed with our findings, and claimed that Generation Z would rather choose face to face communication.

Both generations found communication to be most professional through mail if something had to be written, and important messages should be delivered by a phone call. Even if Generation Z felt that communication through social media was unprofessional, they seemed more prone to the idea of using social media in relation to work than Generation X. Thereby, blurring the line that separates the line between work life and their personal life. We do not assume that the usage of mail is outdated yet, and we do not believe that organizations will stop using this as the main written communication. However, as with the retirement of the older generation, and emergence of the younger who seems to always be available on social media through their phone, we expect that more messages and information will be shared over social media, as long as it is not confidential.

It is nevertheless important to note that how people communicate, is also related to the relationship between them, which somewhat agrees with Berkup (2014, p. 225). Berkup (2014, p. 225) stated that coworkers who are friends have an easier time communicating with each other. This can also be related to the preference of working alone or in teams. Teamwork can also be related to the Norwegian legislations, and in occupations where it is required by the law to be two or more employees present, organizations have to try put together the best possible team in relation to efficiency and personal preferences from the employees. For the coming generations, organizations should facilitate the communication methods both within and outside, so that it fits the standards the organization wants to set.

### 7.3.2 Mindset

Generation X expressed a desire for flexibility and claimed that it was important, but in contradiction to what we assumed, our respondents focused more on the facilitating part of flexibility. Before starting this research, we believed that because Generation X, according to previous research (Berkup, 2014, p. 221), had a desire to balance their working life and their family life, they would express a desire towards flexitime. This balance can be a relation to Berkup's (2014, p. 224) statement that Generation X have a yearning to have a life beside their work.

Further, we discovered that Generation X proved their flexibility towards the organization by going the extra mile for it. However, it was still important to facilitate this flexibility, as they would not give up *too* much of their personal life. We believe that the need for a balanced life between work and family can be related to the organization's opportunity of taking advantage of their employees. Therefore, they should be accommodating to their employees, the same way employees are willing to help the organization in the best possible way. This would then lead to employees that feel safe, which was listed as one of their motivation factors. In addition we found that Generation X was motivated by teamwork, but that passion for the occupation and a secure job were the most important motivation factors. This finding did not agree with previous research, which stated that atmosphere, freedom, fun, and extra earning in return for extra working were the main motivation factors (Berkup, 2014, p. 226). Generation Z did not list flexitime as a motivation factor either, and we found that they were mostly motivated by salary,

status and their passion for the occupation. Previous research had listed opportunities for growth, generous pay, making a positive impact, job security, healthcare benefits, flexible hours, and a manager to learn from, as Generation Z's top motivation factors (Robert Half, 2015). In relation to promotion, this was of higher importance to Generation Z than Generation X, as the X's would rather stay to develop the organization and thereby satisfy their need for growth, as well as they had focused more on personal growth. Generation Z linked promotion to status and a bigger salary, which then made promotion important to them.

It is interesting to notice how both generations listed passion for their occupation as a motivation factor, when it was not listed as a motivation factor in previous research for either of the generations. We assume that it is related to satisfaction and happiness, as the employees spend several hours of their life at work, and therefore they have realized that it is more important to thrive where you are, than the possibilities of benefits. However, as our study was conducted in Norway, we wonder if this would be same if the study was conducted elsewhere, where they do not have a welfare society.

We believe that employees that have a flexible mindset will be more valued by employers. Generation X stated that they are more flexible than their colleagues belonging to Generation Z. Organizations should therefore express their gratitude towards employees that are willing to be flexible, and then they might be able to change the mindset of the younger employees as well.

In addition, we agree with Generation X, as they added that salary might be more important to the younger generation as they are about to create their own life, and maybe move out from their parents' house. Generation X, for the most part, are settled down with a place to live, and therefore they do not focus that much on salary. We draw the connection between status and the Law of Jante, where the younger generation want to present themselves as better than others, whereas the older do not feel the need for it, as again, they are more used to living by the Law of Jante. Therefore, we believe, that the stigma the younger generations experience by Generation X and older generations, are related to the fact that indeed the younger do express themselves as better than everyone else. This can also be related to the pressure they feel to be best at all times, and that they call themselves *Generation Performance*. TV 2 (2018) described Generation Z as

“better, more ambitious and more change-oriented than any other generation. They have high expectations, both for themselves and their surroundings” (TV 2, 2018).

However, we wonder, who pressure the younger generation to always be the best, themselves or their parents? Can it be noted that because their parents grew up with the Law of Jante, they do not want their kids to suffer through it? Is it the expectation laid down by the parents, both with *and* without intentions to create this pressure on their children, or is it the collective pressure by the society that makes the younger generation work to stand out? Through social media, and television, the society highlights the jet set life of celebrities as well as unrealistic goals for the consumers. Still, we did not find this of importance to the older generation, which we believe is because they have more faith in themselves, and because they lived by the Law of Jante. We believe that the respondents in Generation Z agrees with previous research by Ozkan and Solmaz (2015), as the researchers claimed that Generation Z is well aware that they have to work to realize their dreams, and that they are self-confident, as well as they have a desire to secure their future (Ozkan & Solmaz, 2015, 480). Generation Z can be portrayed as being cocky, but some of them genuinely believe that “I am good at this, and therefore I will become the next CEO”. Which is a strong contrary from the Law of Jante.

To continue the discussion about the motivation factors, we choose to highlight that our findings do not fully align with previous research. Berkup (2014, p. 224) claimed that Generation X are motivated by a flexible career, with room for promotion and gaining experience. All groups expressed that personal growth was a higher motivation factor than promotion, and that they were loyal towards their organization. Further, all groups believed that loyalty played a major role in all organizations, and that loyalty was connected to commitment and respect, as the groups did not express strong feelings towards changing jobs. This was in contrast to Berkup (2014, p. 225), who claimed that Generation X are more willing to listen to their own feelings, rather than focusing on the loyalty towards the organization.

We did not find any relation towards the statement from Berkup (2014, p. 226), who asserted that Generation X have the mentality “I may retire earlier if I save my money”, and that they also have a desire to have different careers and experiences. This is supported by O’Bannon (2001,

p.100), who claimed that Generation X will have about six or seven jobs in their life, but they are also willing to go back to school to adapt to the changing society. Some of our respondents in Generation X, added that they wanted experience in the form of learning from younger, but no one expressed a desire for different careers if they did not have to change. We realized that the work ethics within the different generations did not vary that much, as all of our respondents wanted to go the extra mile for the organization.

In relation to openness, we found that Generation Z's statement regarding older generations to be somewhat true. They stated that the respect was not mutual from the older generations in several cases. Generation Z wanted the respect to be mutual, but found it hard to be young and newly educated in the workforce. Generation X did express negative emotions towards the young and newly educated leaders. We assume that this is related to safety and security at work, as the older might not feel that a young person could take care of them in such manner.

Unhappy employees can relate to turnover, and we found that Generation Z have an easier time leaving their organization for another one if the opportunity arises. This aligns with previous research by Chillakuri and Mahanandia (2018, p. 35), who stated that Generation Z are more loyal to their profession than the actual organization. However, our respondents also added that they wanted a mutual loyalty between their organization and themselves, and this could affect the motivation at work. Moreover, as Generation Z have more choices now than previous generations, can this be related to turnover, and can it be related to the individualism and the break from the Law of Jante? For this reason, an organization should show their coworkers what other benefits there are in this organization besides the salary, and then hope for their loyalty and respect.

Bova and Kroth (2001) stated that Generation X are not afraid of risking their ego, and they leap towards new situations without thinking of looking clumsy in front of others (Bova & Kroth, 2001, p. 6). We found that Generation Z *are* afraid of being embarrassed in front of each other, and would much rather ask the older generation for advice, as they feel more safe and secure with them. Here we can see a connection that safety is found with people that are older than you, and we believe that this is the reason why Generation X hesitate with respecting young leaders.

### 7.3.3 Response to changes

According to previous research by Berkup (2014), technology was arising as Generation X grew up, which means they are “luckier” than the older generations, but their knowledge about it is worse than younger generations (Berkup, 2014, p. 222). However, our findings show that Generation X “fear” the development of technology. This is because they think that it is hard to acquire knowledge in relation to new media. Still, they believe that it is important to be up to date, as well as the efficiency at work will increase when they get to learn it. Generation X also stated that new systems as a result of technology, will ease the job considerably. According to previous research by Schawbel (2014a), Generation Z can quickly adapt to new technology in order to work more effectively. All our respondents in Generation Z agreed in the importance of technology, and pointed out the importance of technology in regard to assistive devices, as this eases the job for them remarkably. However, they also highlighted that technology in some cases could be a burden, if they did not get the proper learning in advance. Moreover, they were very happy with technology that improved the health, safety and environment (HSE).

However, generations before did not have all these assistive devices, and they still managed to do the same job then. Why is it that Generation Z feel the need for these devices, can it be related to their statement about being lazy? Could it happen that Generation Z are more lazy than older generations, and afraid of really working?

As most respondents in Generation X claimed that they “feared” new technology, one respondent had a very open view towards it, as she meant that technology is important, and that she encouraged other colleagues to learn it and embrace it. Generation X did know that they are very attached to old habits, and that this can slow down the development in the organization. Generation X’s “fear” towards technology is also connected to the improvement of efficiency. Several professions are exposed to being replaced by e-commerce and other solutions that will remove their workplaces. Generation Z also had the same concern, as they stated that technology is about to take over for human labor in some professions, and that this can lead to people losing their jobs.

According to previous research, Berkup (2014, p. 222) asserted that Generation X often use technology in their working life, where among other things, phones are included. However, when it comes to phones, Generation X believe that using your own phone at work is unacceptable. It can often be abused, and social media use is often present in that case. They noted that a phone is a very disturbing element, and if they needed to be reached at work, they can be contacted through the organization. Generation X asserted that the ability of being available is not something they are used to, and that it therefore might be easier for them to put the phone away than for Generation Z. They also did not see the point of being so addictive to their phone, but this is also because they are not used to it. Nonetheless, they disclosed that their generation wish to be updated on social media, and that it is quite common to use their phones during break, and when they get the opportunity to use it, they do.

Previous research by Budac (2015), stated that Generation Z would experience an emotional reaction if they were not able to be available online and connect with family and friends, and for them, a world without phones would be unthinkable (Budac, 2015, p. 6). They have never experienced a world where they cannot communicate with whomever they want, whenever they want (Tulgan & RainmakerThinking, 2013, p. 6; William & Page, 2011, p. 10). However, at work, our respondents in Generation Z agreed to some extent that phones should not be used. The usage of phones was related to their organization, and the rules there, and therefore the usage among them varied. As Generation Z admitted to be addicted to their phones, they all used it during breaks, because at work it could lead to distractions. They added that it was important to be focused at work, and therefore they should leave it at for example their locker. However, Generation Z claimed that they are “addicted” to wearing their phone at all times, even though they do not use it. They just appreciate the feeling of always being available. As Generation X also claimed, Generation Z believed that they are more addicted to it than their older colleagues, and they argued this by saying that they have such a big part of their lives on it. Their phone is also a chance of being able to escape boredom, and as previous research by Budac (2015) claimed, technology has an influence on Generation Z, in the way that they are easily bored (Budac, 2015, p. 6). Nonetheless, Generation Z also claimed that they experience that Generation X also grab for their phone whenever the opportunity is there.

This addiction towards being available at all times can be a constant stress factor, and we assume that that is the reason the Z's cannot leave their phones alone. Which can also enlarge the stress, as they then have to check their phones all the time. A phone locked away cannot be used, and we assume that with some time, employees will get used to not being available while at work. Organizations should be aware of this distraction, and treat it as a device that could reduce the productivity at work, and then also affect the overall results. How will organizations function in the future if all of the employees have an addiction to availability and a fear of boredom? We believe that the younger generations have to learn to put aside their phone, and focus on their work, as we believe that organizations do not thrive with employees that cannot focus on their task, and that have a constant fear of missing out.

Previous research by Budac (2015, p. 6) claimed that Generation Z uses technology and internet to search for information whenever they are in the need for a quick answer, and this leads to them always being up to date in the society. Further, previous research (Budac, 2015) noted that because of technology, information today is easy and fast available (Budac, 2015, p. 8). We believe that this also can be one of the reasons why Generation Z always wants to have their phone available. If they are wondering about something, it is easy to pull up the phone and search for it. You have access to information in a *very* short time, and if there is something you do not know, you will know seconds later. Generation Z stated that they have 'the world in their pocket', and that they 'walk around with two brains at all times'. This statement is confirmed by previous research by Budac (2015), who said; "The fact that they were born into a digital world makes them different from previous generations, especially through the influence of intellectual technologies on their brain" (Budac, 2015, p. 6).

A positive change that Generation X have noticed in conjunction with technology, is the marketing possibilities. Now you can advertise for free through social media, and reach *more* people than you would have if you put it in the newspaper. Generation Z agreed with this, and said that social media in connection with marketing, has become a big part of all businesses. They also noted that it can be an opportunity for organizations to let the employees use their phones while at work. The Z's are of the opinion that if an employee post something on social media about work, this can attract more customers. However, they precise that it also can be a



negative thing, if used for personal satisfaction, like chatting or scrolling through social media. This could then result in lack of efficiency. In our opinion, we believe that it can be positive to let the employees use their own phone for marketing on the behalf of the organization. Because let's be perfectly honest with each other, we are social creatures, and when content is shared on social media, we believe that the younger generations care about the "likes, comments and shares". We also believe that organizations care about this, because if content is shared, liked and commented on, this will lead to a bigger reach in the society, and it will make people aware of your organization. We therefore believe that marketing should be used for what it is, and that it might be an opportunity to include social media in areas where people normally do not believe it would fit.

According to previous research by Budac (2014), Generation X grew up in a changing world, and by this they have learnt to accept diversities (Budac, 2014, p. 221). We believe that this can affect their openness towards new and younger employees, and they confirmed this, as they claimed that they are excited to receive newly educated employees, as they can bring a lot of new knowledge to the organization. Chillakuri and Mahanandia (2018) stated in previous research, that Generation Z will bring potential changes to the organizational landscape (Chillakuri and Mahanandia, 2018, p. 34). Furthermore, Generation Z claimed that they *have* to be creative and come up with new things, as a result of them having access to everything, and that they have seen everything.

With the younger generations, changes appear, and Generation X believed that the level of acceptance decreases as employees' age increases. In addition, it is dependent on whether the person is flexible or rigid as a person. How does it come that older generations do not like changes, when they once were a part of the changes we find in society now? We believe that openness is not related to age, but to fear. Fear of the unknown and intangible. The older generations might feel left out, and therefore they are scared of the evolving society.

According to previous research by Chillakuri & Mahanandia (2018), experience over no experience is always favored by employers (Chillakuri & Mahanandia, 2018, p. 35). As Generation X have been active in the workforce for several years, it is granted that they have a

lot of experience. The generations also stated that the X's had an easier time getting a job in the past, without education and experience. In our opinion, it can possibly be related to the case of less access to opportunities towards education, and the availability of jobs. However, Generation X pointed out that they feel under educated today, compared to the younger generations. Furthermore, we argue that they would still be given priority over the newly graduated with a good school when applying for jobs, as they have several years of experience.

Previous research by Chillakuri & Mahanandia (2018) stated that Generation Z believe that education will help them reach their goals (Chillakuri & Mahanandia, 2018, p. 35). This is present in our findings, as all respondents in Generation Z mentioned that there is a bigger need for education now than in the past. Further, they believed that the improvements of efficiency provides a stronger need for employees to have a better education, as well as experience. However, Generation Z emphasized that there are very high demands to fulfill when applying for a job. Employers want education and experience, but the younger generations have not had the opportunity to get the experience yet. They highlighted that it is an evil circle, as employers indirectly state that 'you need experience to work here, but you cannot get experience without working here'.

So how do the society think that they will engage the younger generations? They study for a long time, and are aware of changes, and want to develop both themselves and the organizations. However, they experience that there is no room for them yet, and that it is difficult to even enter the work life. As Norway is a welfare society, and has regulations that make sure that everybody has at least some income, can it result in younger generations evolving to be even more lazy? Is it possible that in the future they will not try their best as the Law of Jante pushed them down, and then just rely on the Norwegian Labour and Welfare Administration (NAV)?

Because of inflation, everything is much more expensive today than what it was when Generation X were young. Not only is it more expensive, but Generation Z also asserted that they are more attracted to materialistic belongings, and we believe that this might be one of the reasons why salary is one of the things on top of their motivation list.

#### 7.3.4 Learning preferences

Both generations stated that they preferred learning by doing. This aligns with previous research by both Bova and Kroth (2001, p. 60), and Budac (2015, p. 8). However, Generation X also mentioned that sometimes regular education could be an option. Generation Z on the other hand, did not lean towards regular education with teacher and a blackboard, and agreed with previous research (Budac, 2015, p. 8) with the fact that they would rather prefer visual options and learning with the help of technological devices. Also, according to previous research (Budac, 2015), the teacher used to be the source of information before, now thanks to technology, information is easy and fast available (Budac, 2015, p. 8).

We assume that technology will be more and more implemented at school at a younger age, as we also have witnessed this. However, can this also have negative impacts? We believe that too much technology can influence the communication at work. Where the next generations after Generation Z are too used to online communication, and do not know how to communicate face to face. This might affect the environment at work all together, as the employees will not create social and personal relationships with their coworkers. By all means, do not stop with the technological development, but we have to make sure that human relation is not lost.

#### 7.3.5 Management preferences

Generation Z does not, according to previous research by Budac (2015), thrive when they are being controlled (Budac, 2015, p. 6). This we did not find any evidence of, as Generation Z tended to stray from conflicts at work. As they noted, they want mutual loyalty and respect. What we did find, was a statement from Generation X who claimed that the younger generations tended to be more *cavil*. However, previous research also noted that Generation X has a problem with authority as well, as Rødvei (2002, p. 27) claimed that Generation X would not accept sayings like “This is how it is, because the boss says so”.

Generation Z did not believe that authority is less respected, but that authority has been replaced in relation to how it is used and what it really is. They claimed that they still respect the authoritative persons in their life, but that they have a different view on it compared to Generation X. Apart from that, Generation Z claimed that they are raised to be respectful

towards people older than them. Generation X are of the opinion that they have much more respect for the authority than what Generation Z have. We found this interesting, as most of Generation Z are raised by Generation X, and that they might have an impact on how respectful Generation Z are. Can this as well be related to the Law of Jante?

In addition, we found that Generation Z experienced discrimination at work, related to their gender, sexuality and age. We wonder why this is the case, as Generation X only expressed issues with the age of their leader. Is this based on fair or old traditions? Discriminating could very well result in unhappiness at work, and then again a higher turnover. Therefore, we believe that it is important that leaders create rules and regulations at work that will protect the employees, and again create a good environment at work.

We discovered a difference between the generations concerning their view on their leaders. Generation X claimed that they had more respect towards their leaders than younger generations, however, they are not true to their statement as they revealed that they did not respect young leaders. Generation Z on the other hand, did not have anything to note about the age of the leader, and claimed that they respected the leader no matter what. The reason why we chose to highlight this topic yet again, is because we connect respect and management preferences together. Generation X did not accept the young leader as they did not feel like he/she could provide the same safety, structure and security at work. Generation Z on the other hand, focused more on the human relations at work, and wanted a relationship with the leader that was built on mutual respect and loyalty.

Following, we discovered that Generation X believed that both rights and the Norwegian legislations could end up being abused, or used in the wrong way. Generation Z admitted that they used their rights as much as possible, and were aware that they had more rights than their parents had when they started working years earlier. Can this be a result of the emerging knowledge among the younger generations, or a result of the emerging welfare society?

### 7.3.6 Wider influencing factors

Naturally, Generation X and Generation Z have different influencing factors, as they belong to different cohorts. Berkup (2014) asserted that how Generation X behave in their business life, is a result of the era they grew up in, and their family structure (Berkup, 2014, p. 221), and we believe that Berkup's statement also related to Generation Z. As most of Generation X already are settled down with a house and a family, most of Generation Z are located at the other end of the specter. They are about to establish themselves, create a life of their own and leave their parents.

The growth in opportunities related to education and occupation, made Generation Z more dependent of their parents now than previous generations were, according to themselves. This prolonged education process left the Z's with less experience, which makes it harder for them when applying for jobs, as most organizations want their employees to have experience. We pose the same question as our Generation Z respondents "How are they going to get experience when organizations do not want to hire them?".

In relation to occupancy and how everything is connected, we could not find any differences. Both generations were aware that their era of growing up, their upbringing, their age and profession all affected their behavior at work. The respondents mentioned that rules and regulations could affect how they behaved in certain situations as well, but also that there is a wide range of people and opinions that are all different. However, we did not expect to find huge controversies in this category, as it covers the basics of both the generations lives, and are linked to each and every category we have.

### 7.3.7 Summary of the main differences and similarities between Generation X and Generation Z

Because we have seen that our respondents within the different generations are very collective in their answers, we did not see the point of creating a table to display these. However, we created

one for the second part of our research question, as it makes it easier to see the differences and similarities between the generations.

A-level categories	Generation X	Generation Z
<b>Coworking preferences</b>	<ul style="list-style-type: none"> <li>• Motivated by teamwork</li> <li>• Also enjoy working alone</li> <li>• Prefer communication face to face</li> <li>• Written (mail) if needed to be documented</li> <li>• See social media as a necessary tool, but do not use social media to communicate important information</li> <li>• Call if urgent</li> </ul>	<ul style="list-style-type: none"> <li>• Prefer to have the option of working in teams</li> <li>• Prefer teamwork because of the social part</li> <li>• More control when working individually</li> <li>• Prefer communication face to face</li> <li>• Written (mail) if needed to be documented</li> <li>• Call if urgent</li> </ul>
<b>Mindset</b>	<ul style="list-style-type: none"> <li>• Flexible</li> <li>• Going the extra mile</li> <li>• Must be facilitated for</li> <li>• Good work ethics</li> <li>• Job satisfaction</li> <li>• Passion</li> <li>• Safe and secure job (stability)</li> <li>• Confident</li> <li>• Loyal</li> </ul>	<ul style="list-style-type: none"> <li>• Status</li> <li>• Passion</li> <li>• Salary</li> <li>• Must be facilitated for</li> <li>• Going the extra mile</li> <li>• High expectations towards themselves</li> <li>• Appreciate mutual loyalty</li> <li>• Put themselves first</li> </ul>

	<ul style="list-style-type: none"> <li>• Open towards younger generations</li> <li>• Not open towards younger leaders</li> <li>• Put the organization first</li> <li>• Prefer staying in the same organization</li> </ul>	<ul style="list-style-type: none"> <li>• No problem with changing jobs</li> <li>• Ask the older employees for help</li> </ul>
<b>Response to changes</b>	<ul style="list-style-type: none"> <li>• “Fear” new technology</li> <li>• Important to be up to date</li> <li>• Open towards changes, but also skeptical</li> <li>• Attached to old habits</li> <li>• Dislike the emergence of phones in the working life</li> <li>• Used to not being available at all times</li> <li>• Addicted to their phone to some extent</li> <li>• Appreciate the marketing possibilities</li> <li>• Learn new knowledge from Generation Z</li> <li>• Harder to adapt to changes the older they get</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptable to changes</li> <li>• Embrace development and changes</li> <li>• Addicted to phone</li> <li>• Prefer being available at all times</li> <li>• Respect to some extent that phones are prohibited</li> <li>• Phone is an escape from boredom</li> <li>• Phone is a great tool for quick information</li> <li>• Use marketing in new ways</li> <li>• Lack of efficiency</li> <li>• Bring potential changes</li> <li>• More choices</li> </ul>

	<ul style="list-style-type: none"> <li>• Have a lot of experience</li> <li>• Afraid of not having enough education</li> </ul>	<ul style="list-style-type: none"> <li>• More education will help them reach their goals</li> <li>• Afraid of not having enough experience</li> </ul>
<b>Learning preferences</b>	<ul style="list-style-type: none"> <li>• Learning by doing</li> <li>• Being educated</li> </ul>	<ul style="list-style-type: none"> <li>• Learning by doing</li> <li>• Learn with the help of technological devices</li> </ul>
<b>Management preferences</b>	<ul style="list-style-type: none"> <li>• Respect authority, but prefer an older leader over a younger leader</li> <li>• Less cavil than Generation Z</li> <li>• Afraid of rules and rights being abused</li> </ul>	<ul style="list-style-type: none"> <li>• Shift in authority, but still respect it</li> <li>• Not afraid to speak up</li> <li>• Do not care about the leader's age</li> <li>• Mutual respect and loyalty</li> <li>• Make use of their rights</li> </ul>
<b>Wider influencing factors</b>	<ul style="list-style-type: none"> <li>• Settled down</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment phase</li> <li>• Dependent on their parents much longer</li> </ul>

*Table 9. Summary of the main differences and similarities between Generation X and Generation Z*



## 8.0 Limitations and future research

Due to the timeframe and the access of resources, we had to put limitations on our thesis.

Therefore, we only chose to compare two generations up against each other. Limitations can also be seen in the chapter of reliability and validity, in relation to how reliable and valid our thesis is. A larger number of interviews could have been executed, which could have provided a larger scope of collected information. However, we believed that we reached saturation, and therefore did not feel the need for any more. The numbers of participants in each group could also have been larger, however, based on previous research that stated that a focus groups consist of 4-12 people and a moderator (Neuman, 2014a, p. 307), we did not invite more people to Group 5 after one of the respondents had to cancel. Another weakness with our thesis and the sampling, is the fact that they are all from Norway, and almost all from the same county.

However, as we stated in the reliability and validity chapter, we still believe that our thesis to some extent is transferable. In addition, we used a grounded theory approach, with a semi open coding process. In grounded theory one is not supposed to have a starting point (Glaser, 1992, p.18), but we did have this, as we assumed that there was differences between the generations. The written questions that the respondents had to answer, might have affected their answers in the interview. In relation to the raw data, a limitation could be that we became too close to it, and therefore we would not have the same open and critical view on it, as well as we could have misinterpreted some of the issues stated by the respondents. As the interviews were conducted in Norwegian, some of the meanings could also have been altered unintended during the translation process.

Based on these limitations, we believe that future research could include several generations, or generations with a wider gap, for example Baby Boomers and Generation Z, as this could lead to an even greater difference *between* generations. However, previous research by Berkup (2014, 220), claimed that a nickname for the Baby Boomers was “Me-generation”, as they tended to be selfish and individualists. As our findings have shown that Generation Z also are selfish, maybe there would be more *similarities* between these generations than between Z and X. Studies in the

future could also examine generations in different counties, or different countries to check if there exist any differences across borders.

Since we did not find any significant differences within the generations, a suggestion to further research could be to explore the same generation, but across different countries, or conduct a study where the focus is solely on one generation in different levels of society. We believe that this would lead to more differences within a generation, and that this could be interesting to study. In relation to Generation Z, we did not separate those who still lived at home and those who had moved out, and therefore it could be interesting to check if there is a difference within Generation Z in relation to current living status. Our respondents claimed that upbringing played a major part in behavior, we however did not ask them which generation their parents belonged to. Therefore, a new division of the research on generations based on upbringing, could be of interest.

## 9.0 Managerial impacts

With this research, we conclude that organizations have to facilitate so that all generations feel cared for in their organizations. As Generation Z expect respect and mutual loyalty, this should be present to prevent them for changing jobs. Generation X highlighted that they wanted a safe and secure job. Therefore, this research could be of great help to HR managers, specifically recruiting managers, training managers, and compensation managers in organizations, as well as recruitment agencies. They have to make sure that they hire the right people for the organizations, and with this knowledge, they can facilitate for every generation as much as possible in relation to motivation factors, and then again create satisfied employees. With the right employees it will be easier for leaders to create goals, as well as set a strategy to reach them.

## 10.0 Conclusion

As defined in the first chapter, the research question of the current research is:

*What are the main differences and similarities between employees within the generations, and what are the main differences and similarities between Generation Z and Generation X as employees?*

The analysis of our results has been highlighted in the use of a grounded theory approach based on Strauss and Corbin (1990). We developed 78 codes in Generation X and 95 codes in Generation Z during our open coding. Further, these were divided into 17 B-level categories for each generation in axial coding. Lastly, these 17 (34) categories were then, through selective coding, divided into 6 A-level categories for each generation. These six categories had the same name for both generations, but contain some variation within them.

The results from this thesis enlighten the reader that being an employee must be understood as a whole, as there are several issues that affects their experience at work. However, we made it possible to view the employees in six different categories, which gave a deeper understanding of them in relation to *coworking preferences, mindset, response to changes, learning preferences, management preferences* and *wider influencing factors*. In addition, we found that all of the categories were both related and dependent of each other.

As we studied for differences within the generations, we expected that there would be differences within the generations. However, we did not find anything major. This make us believe that the generations are homogenous within, but this might be different in other countries, or in studies where the focus is solely on one generation in different levels of the society. The second part of our research question was to explore the differences between generations. In this case, we did find differences, and then we believe that these are highly related to the Law of Jante and to the usage of technology. We found that the younger generation was more dependent on the technology, as well as more addicted to always being available. Generation X appreciated technology, and also admitted using social media, but not at the same

level as Generation Z. They both expressed a fear of being replaced in their organizations by technological devices.

The older generations did not grow up in a society that cheered for the individuals that stood out as a better individual, therefore we assume, they raised their children to believe that they could be anyone, and anything. Generation Z grew up believing their parents, and therefore they are of the opinion that they can achieve whatever they reach for. Generation X are more concerned with staying in a workplace until they retire, because they appreciate stability. In addition, all organizations have to treat their employees in such a way that they enjoy their work, are treated professionally, they receive mutual respect and loyalty, as well as they facilitate for them when needed. To conclude our results, we found a lot of issues to be personality dependent, and not generation dependent.

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## 12.0 Appendix

### 12.1 Appendix 1 - Counting of codes

#### 12.1.1 Generation X

<b>Codes</b>	<b>Group 1</b>	<b>Group 4</b>	<b>Group 5</b>	<b>Percentage</b>
Family life	m	m	m	100%
Age	m	m	m	100%
Economy	m	m		66,67%
Physical health	m	m		66,67%
Upbringing	m	m	m	100%
Stability	m	m	m	100%
Personal life	m	m		66,67%
Marketing	m			33,33%
Technology	m	m	m	100%
Innovative	m	m	m	100%
Habits		m	m	66,67%
Changes	m	m	m	100%
Efficiency	m	m	m	100%
New inputs	m	m	m	100%
Up to date	m	m	m	100%
Inflation	m			33,33%
Profession	m	m	m	100%
Dependent	m	m	m	100%

Learning by doing	m	m	m	100%
Education			m	33,33%
Learning by being taught	m		m	66,67%
Repeating	m			33,33%
Knowledge from others	m	m	m	100%
Insecure	m		m	66,67%
Stabile		m	m	66,67%
Work ethics	m	m	m	100%
Critical		m	m	66,67%
Personality traits		m	m	66,67%
Confidence	m	m		66,67%
Prejudice		m	m	66,67%
Addiction		m	m	66,67%
Attention		m		33,33%
Phone	m	m	m	100%
Social media			m	33,33%
Teamwork	m	m	m	100%
Social	m			33,33%
Learn from others	m	m	m	100%
Message		m	m	66,67%
Mail	m	m	m	100%
Phone call	m	m	m	100%
Oral communication	m	m	m	100%
Written communication	m	m		66,67%

Chat	m			33,33%
Relationship	m	m		66,67%
Situation based	m	m	m	100%
Social media		m	m	66,67%
Face to face	m	m	m	100%
Availability	m			33,33%
Variety	m	m		66,67%
Abused		m		33,33%
Rigid			m	33,33%
Flexitime	m	m		66,67%
Go the extra mile		m	m	66,67%
Facilitate	m	m		66,67%
Flexibility	m	m	m	100%
Loyalty	m	m	m	100%
Privacy			m	33,33%
Commitment (turnover)	m	m	m	100%
Respect	m	m	m	100%
Mutuality			m	33,33%
Cavil			m	33,33%
Leadership		m		33,33%
Personality		m		33,33%
Leaders age		m		33,33%
Individuality	m	m	m	100%
Personal satisfaction	m			33,33%

Individual preference	m	m	m	100%
Immigration	m			33,33%
Competition	m	m		66,67%
Changes in society	m	m	m	100%
Rules		m	m	66,67%
Confidentiality		m	m	66,67%
Rights		m		33,33%
Personal growth	m	m	m	100%
Passion	m	m		66,67%
Motivation	m	m	m	100%
Work ethics		m	m	66,67 %
Life experience	m	m	m	100%
Work experience	m	m	m	100%

### 12.1.2 Generation Z

<b>Codes</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 6</b>	<b>Group 7</b>	<b>Percentage</b>
Physical health				m	25%
Personal life				m	25%
Economy	m		m		50%
Upbringing	m	m	m		75%
Dependent		m			25%
Loyalty	m	m	m	m	100%

Respect	m	m	m	m	100%
Atmosphere	m		m		50%
Mutuality	m	m	m		75%
Turnover	m	m	m	m	100%
Personal preferences	m	m	m	m	100%
Individuality	m	m	m	m	100%
Professional relationship	m	m	m	m	100%
Leadership	m	m	m	m	100%
Defined leader	m	m	m	m	100%
Confidentiality			m	m	50%
Rights	m	m			50%
Privacy		m		m	50%
Rules	m		m	m	75%
Experience	m	m	m	m	100%
Competition			m		25%
Change	m	m	m	m	100%
Habits	m	m	m	m	100%
Opportunities	m	m			50%
Education		m	m	m	75%
Shift in authority	m		m	m	75%
Knowledge		m	m	m	75%

Training			m		25%
Reading	m		m		50%

Assistance		m	m		50%
Learn by mistakes	m			m	50%
Learning by doing	m	m	m	m	100%
Observation	m			m	50%
Feedback	m			m	50%
Support			m	m	50%
Mutuality	m				25%
Traditional	m				25%
Discussions			m		25%
Educated			m		25%
Think differently	m	m	m	m	100%
Efficiency	m		m	m	75%
Up to date	m			m	50%
Future	m				25%
Marketing	m	m			50%
Technology	m	m	m	m	100%
Innovative thinking	m			m	50%

Meeting	m				25%
Misunderstanding			m	m	50%
Verbal	m	m	m	m	100%
Personal relationship	m	m	m	m	100%
Oral communication	m	m	m	m	100%
Face to face	m	m	m	m	100%
Platforms		m	m	m	75%

Communication		m	m	m	75%
Social media	m	m	m	m	100%
Chat	m	m		m	75%
Social	m	m	m	m	100%
teamwork	m	m	m	m	100%
Abused	m				25%
Mutuality	m				25%
Go the extra mile	m		m	m	75%
Flexible	m		m	m	75%
Adaptive			m	m	50%
Facilitate		m	m		50%
Work ethics				m	25%
Lazy		m			25%
Selfish	m	m			50%
Confidence	m				25%
Self-Loyalty	m	m		m	75%
Prejudice	m	m	m	m	100%
Self - reliant	m	m			50%

Leaders age	m	m		m	75%
Lay low			m		25%
Expectations	m	m	m	m	100%
Open minded	m			m	50%
Generation Performance			m		25%



Discrimination	m				25%
Knowledge				m	25%
Salary	m	m	m	m	100%
Promotion			m	m	50%
Experience				m	25%
Motivation	m	m	m		75%
Passion	m	m		m	75%
Status	m	m	m		75%
Variety			m		25%
Challenges	m	m			50%
Loyalty	m		m		50%
Wanted				m	25%
Growth			m	m	50%

Work related	m	m	m	m	100%
Cannot be bored		m	m	m	75%
Phone	m	m		m	75%
Breaks	m		m	m	75%
Availability	m	m	m	m	100%
Distracting	m	m	m	m	100%
Social media	m	m	m	m	100%
Phone addiction	m	m	m	m	100%

## 12.2 Appendix 2 - Consent form

### Vil du delta i forskningsprosjektet

### *”Generasjonsforskjeller hos ansatte”?*

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke generasjonsforskjeller hos ansatte. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### **Formål**

Vi har tatt utgangspunkt i generasjon X (1965-1980) og generasjon Z (1995-2001) for vår masteroppgave. Årsaken til valget er at generasjon Z per dags dato er den yngste generasjonen i arbeidslivet, og generasjon X er foreldregenerasjonen. Disse to generasjonene har vokst opp under helt ulike forutsetninger og har ulike synspunkter på det å være en ansatt og være aktiv i arbeidslivet. Vi ønsker å se hvordan disse to ulike gruppene ser på sin generasjon som ansatte, og hvordan de skiller seg fra hverandre. Denne informasjonen samles inn ved å gjennomføre gruppeintervjuer. Noen grupper vil bestå av et tilstrekkelig antall personer som tilhører generasjon X, hvor de vil bli spurt om å gi deres synspunkter på den generasjonen de selv tilhører og hvordan de er som ansatte. De andre gruppene vil bestå av et tilstrekkelig antall personer som tilhører generasjon Z, hvor de vil bli spurt om å gi deres synspunkter på den generasjonen de selv tilhører og hvordan de er som ansatte.

Vi ønsker å finne svar på følgende forskningsspørsmål: Hva er de største forskjellene og likhetene mellom ansatte i samme generasjon, og hva er de største forskjellene og likhetene mellom Generasjon Z og Generasjon X som ansatte?

Disse intervjuene blir gjort som en del av en masteroppgave på Universitetet i Stavanger.

#### **Hvem er ansvarlig for forskningsprosjektet?**

Universitetet i Stavanger er ansvarlig for forskningsprosjektet.

#### **Hvorfor får du spørsmål om å delta?**

Vi spør deg om å delta i vår masteroppgave fordi du oppfyller kravene som vi er ute etter i dette intervjuet. Kriteriene for å bli spurt er at du må passe inn i en av de valgte generasjonene, samtidig som at du er delaktig i arbeidslivet. I tillegg til deg har vi spurt flere personer i samme generasjon om å delta, samt personer i den andre generasjonen som oppfyller kravene.

Gruppe 1: En person med de riktige kvalifikasjonene ble kontaktet. Denne personen kontaktet fem personer med de riktige kvalifikasjonene. Kontaktpersonen var en slektning, og derfor deltok denne personen ikke i intervjuet.

Gruppe 2: Tre personer med de riktige kvalifikasjonene for denne studien, fra forskjellige nettverk, ble kontaktet av oss. Disse personene kontaktet da andre med tilsvarende kvalifikasjoner og ba dem om å bli med i intervjuet.

Gruppe 3: Alle respondentene ble kontaktet av oss. De ble kontaktet fordi de hadde de riktige kvalifikasjonene for denne studien.

Gruppe 4: En person med de riktige kvalifikasjonene ble kontaktet. Denne personen kontaktet fem personer med de riktige kvalifikasjonene. Kontaktpersonen var en slektning, og derfor deltok denne personen ikke i intervjuet.

Gruppe 5: En person med de riktige kvalifikasjonene ble kontaktet. Denne personen kontaktet ytterligere tre personer med de riktige kvalifikasjonene.

Gruppe 6: I første omgang kontaktet vi en person med de riktige kvalifikasjonene. Denne personen inviterte fire flere personer med de riktige kvalifikasjonene. I tillegg ble 2 personer med de riktige kvalifikasjonene kontaktet av oss for å skape en gruppe med mer mangfold.

Gruppe 7: En person med de riktige kvalifikasjonene ble kontaktet av oss, denne personen kontaktet fem andre som også hadde de rette kvalifikasjonene.

#### **Hva innebærer det for deg å delta?**

Hvis du velger å delta i prosjektet innebærer det at du er en del av et gruppeintervju, hvor dine meninger og synspunkter om din generasjon vil bli delt. Opplysningene du deler vil bli tatt opp som lydopptak i tillegg til at notater kan forekomme. Deltakelsen innebærer det samme for begge intervjugruppene. Intervjuene vil ta rundt 45 minutter.

#### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

#### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

De som har tilgang til dine opplysninger på Universitetet i Stavanger er forfatterne av oppgaven; Rakel Juklestad Helgheim og Rebecca Skibeli Larsen, i tillegg til veileder Einar Marnburg.

Deltakerne i intervjuene vil ikke bli gjenkjent i publikasjon, da verken navn eller bedrift skal nevnes i oppgaven. Samt at ingenting av informasjonen omhandler deltakerne personlig.

Etter lydopptak skal vi transkribere intervjuene, og når dette er gjort blir opptaket slettet. Respondentene skal også bli behandlet som en gruppe, og anonymiteten sikres da også her.

#### **Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Prosjektet skal etter planen avsluttes 17.06.19. Personopplysninger og opptak vil bli slettet ved prosjektslutt.

#### **Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

#### **Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Stavanger har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

#### **Hvor kan jeg finne ut mer?**

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Stavanger ved Einar Marnburg (veileder) – 48601202 – [enar.marnburg@uis.no](mailto:enar.marnburg@uis.no)

**Hvor kan jeg finne ut mer?**

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Universitetet i Stavanger ved Einar Marnburg (veileder) – 48601202 – [einar.marnburg@uis.no](mailto:einar.marnburg@uis.no)  
Rakel Juklestad Helgheim – 47261770 – [regaa@hotmail.com](mailto:regaa@hotmail.com)  
Rebecca Skibeli Larsen – 91542746 – [rebecca.larsen@live.com](mailto:rebecca.larsen@live.com)
- Vårt personvernombud: Kjetil Dalseth ved Universitetet i Stavanger
- NSD – Norsk senter for forskningsdata AS, på epost ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig  
(Forsker/veileder)



Eventuelt student

**Samtykkeerklæring**

Jeg har mottatt og forstått informasjon om prosjektet «Generasjonsforskjeller hos ansatte», og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i gruppeintervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 17.06.19

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(Signert av prosjektdeltaker, dato)

## 12.3 Appendix 3 - Notification form

Meldeskjema for behandling av personopplysninger

03.06.2019, 13:52



### **NSD sin vurdering**

#### **Prosjekttittel**

Generasjonsforskjeller hos ansatte

#### **Referansenummer**

906652

#### **Registrert**

25.03.2019 av Rakel Juklestad Helgheim - R.J.Helgheim@stud.uis.no

#### **Behandlingsansvarlig institusjon**

Universitetet i Stavanger / Det samfunnsvitenskapelige fakultet / Norsk hotellhøgskole

#### **Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)**

Einar Marnburg, einar.marnburg@uis.no, tlf: 48601202

#### **Type prosjekt**

Studentprosjekt, masterstudium

#### **Kontaktinformasjon, student**

Rakel Juklestad Helgheim, regaa@hotmail.com, tlf: 47261770

#### **Prosjektperiode**

01.01.2019 - 17.06.2019

#### **Status**

10.04.2019 - Vurdert

#### **Vurdering (1)**

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##### **10.04.2019 - Vurdert**

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet den 25.03.2019 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan

starte.

### MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

[https://nsd.no/personvernombud/meld\\_prosjekt/meld\\_endringer.html](https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html)

Du må vente på svar fra NSD før endringen gjennomføres.

### TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 17.06.2019.

### LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

### PERSONVERNPRINSIPPER

NSD vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

### DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13.

Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

### FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med

behandlingsansvarlig institusjon.

**OPPFØLGING AV PROSJEKTET**

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Kontaktperson hos NSD: Ina Nepstad  
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

## 12.4 Appendix 4 - Interview guide

1. Er det utfordringer ved din generasjon?  
Hvilke? Hvordan? Hvorfor?
2. Er det fordeler ved din generasjon?  
Hvilke? Hvordan? Hvorfor?
3. Hva er det som driver din generasjon i forhold til karriere?  
Hvordan? Hvorfor?
4. Hvordan forholder din generasjon seg til autoritet?
5. Hva mener dere om fleksibilitet?  
(Hvor viktig er fleksibilitet i arbeidslivet og hva legger dere i ordet fleksibilitet?)  
Hvorfor?
6. Hvordan foretrekker din generasjon å kommunisere?  
Hvorfor?
7. Er lojalitet viktig for din generasjon?  
Hvorfor?
8. Hvor viktig er teknologi i deres arbeidsliv?  
Hvorfor?
9. Foretrekker din generasjon å jobbe individuelt eller i team?  
Hvorfor?
10. Hvilken måte er enklest å lære på for din generasjon?  
Hvorfor?



11. Kan din generasjon lære noe fra andre generasjoner? Hva?