

Exploring the experience of generational stereotypes among employees within South African organisations

J Fouché

 orcid.org/0000-0001-8150-243X

Dissertation accepted in partial fulfilment of the requirements for the degree [Master of Arts in Human Resource Management](#) at the North-West University

Supervisor: Ms NDP Mtshelwane

Co-supervisor: Dr C Els

Graduation: June 2021

Student number: 24898538

READER'S NOTE

The reader is reminded of the following:

- The references and editorial style followed the approved format of the Publication Manual (7th edition) of the American Psychological Association (APA). This was the framework for the editorial style and references. This practice is in line with the policy that requires all scientific documents must undergo the APA style, stated from January 1999, as stipulated by the Programme in Human Resource Management of the North-West University (Potchefstroom Campus).
- This research study is submitted in the structure of a research article. The editorial styles that were as used are specifically set out by *the South African Journal of Industrial Psychology* (which is mainly in agreement with the APA style); however, the constructing tables followed the APA framework and guideline.
- Each chapter in this dissertation consists of its own reference list at the end of the chapter.

ACKNOWLEDGMENTS

I could have never completed my master's degree without my support system. I would like to take a few moments to express how thankful I am for each of the following people:

- I would like to start to thank the most important person in this, my Provider, Jesus Christ. He has given me the opportunity and therefore I am forever grateful.
- To my supervisor, Miss Debbie Mtshelwane and co-supervisor Dr Crizelle Els. These two amazing women had a very big impact in my life and I have learned so much from them. They stood by me through the ups and downs in this journey. They believed in me, even when I was doubting whether I could do this. They are by far the best study leaders that anyone could ask for.
- To my language editor, Cecile. Thank you for all your support throughout this research process.
- I would also like to thank all the participants that took part in the research study. Your contribution means a lot in literature and for practitioners.
- To my fellow master's students, Tuané Kilian and Lowabo Makapela. Thank you for always having a word of support and a willing ear to listen.
- To my loving family. Thank you for standing by me and always encouraging me. Thank you to my brother Burger, my sister Ilke, my loving mother Anietha, my dad Eugene, and special thanks to my grandmother Kotie.
- And lastly, to my supporting friends who have motivated me and encouraged me through this journey – Jolene Richards, Elke Human and Simone Heenop.

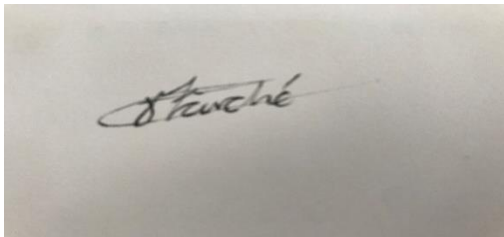
DECLARATION BY THE RESEARCHER

I, Jamari Fouché, hereby declare that this dissertation, titled:

Exploring the experiences of generational stereotypes among employees within South African organisations

is my own work and the opinions and viewpoints of this study are those of the author and relevant literature references as shown in the reference lists.

I further declare that the content of this research study will not be submitted for any other qualifications at any other tertiary institution

A rectangular box containing a handwritten signature in black ink. The signature is written in a cursive style and appears to read "Jamari Fouché".

DECLARATION BY LANGUAGE EDITOR

16 December 2020

Cecile van Zyl
Language editing and translation
Cell: 072 389 3450
Email: Cecile.vanZyl@nwu.ac.za

Re: Language editing of dissertation: Exploring the experience of generational stereotypes among employees within South African organisations

I hereby declare that I language edited the above-mentioned dissertation by Ms Jamari Fouché (student number: 24898538).

Please feel free to contact me should you have any enquiries.

Kind regards



Cecile van Zyl
Language practitioner
BA (PU for CHE); BA honours (NWU); MA (NWU)
SATI number: 1002391

TABLE OF CONTENTS

CHAPTER 1

Introduction

1. Problem statement	1
2. Research questions	4
3. Expected contribution	5
3.1 Contribution for the individual	5
3.2 Contribution for the organisation	5
3.3 Contribution for literature	5
4. Research objectives	5
4.1 General objectives	5
4.2 Specific objectives	6
5. Research design	6
5.1 Research approach	6
5.2 Research strategy	6
5.3 Research method	7
5.3.1 Literature review	7
5.3.2 Research setting	7
5.3.3. Entrée and establishing roles	8
5.3.4 Sampling methods	8
5.3.5 Research Procedure	9
5.3.6 Data collection method	9
5.3.7 Recording of data	11
5.3.8 Data analysis	11
5.3.9 Strategies employed to ensure quality data	12
5.3.10 Reporting style	13
5.3.11 Ethical considerations	13

TABLE OF CONTENTS (continues)

6. Chapter division	14
7. References	15
Chapter 2: Research article 1	
Exploring stereotypes of generation X and millennial employees in South Africa	20
Chapter 3: Research article 2	
Exploring the impact of generational stereotypes in South Africa	82
Chapter 4: Conclusions, limitations and recommendations	152
4.1 Conclusions	152
4.2 Limitations	153
4.3 Recommendations	153
4.3.1 Recommendations for future research	158
4.3.2 Recommendations for organisations	159
References	162

LIST OF TABLES

Table: Description

Article 1:

Table 1: Defining stereotypes (generation X)

Table 2: Generation X stereotypes (in-group stereotypes)

Table 3: Meta-stereotypes of generation X

Table 4: Stereotypes that generation X holds over millennials

Table 5: Defining stereotypes (millennials)

Table 6: Millennial stereotypes (in-group stereotypes)

Table 7: Meta-stereotypes of millennials

Table 8: Stereotypes that millennials hold over generation X

Article 2:

Table 1: The impact of negative stereotypes in the workplace (generation X)

Table 2: The positive impact of stereotypes in the workplace

Table 3: Personal impact of stereotypes

Table 4: Recommendations for organisations

Table 5: Recommendations for employees

Table 6: The impact of negative stereotypes in the workplace (millennials)

Table 7: The positive impact of stereotypes in the workplace

Table 8: Personal impact of stereotypes

Table 9: Recommendations for organisations

Table 10: Recommendations for employees.

LIST OF ABBREVIATIONS

HR Human resource

HRM Human resource management

SIT Social identity theory

SUMMARY

Title: Exploring stereotypes of generation X and millennial employees in South Africa

Keywords: Human resource management, generation X, millennials, South Africa, generations, stereotypes, generational stereotypes, diversity, social identity theory, intergroup contact theory

As the workplace has become more and more diverse over the last few decades, the interactions between and among individuals have raised various concerns of how these interactions impact the employee, human resource management and the overall organisation. The workplace includes employees from various age groups, also known as generational cohorts, such as generation X and millennials (also known as generation Y). Each generation is defined by their own set of values, attributes, personalities and characteristics. Along with the different generations working alongside each other, it is inevitable that generational differences would exist among them. As a result of these generational differences between employees, generational stereotypes may occur. Generational stereotypes are defined as inaccurate and unsupported beliefs about certain qualities and characteristics about a generational group.

Both generation X and millennials have experienced stereotypes against them and have had stereotypes against other generational groups. These stereotypes have far-reaching implications not only for the organisation as a whole, but also for the employee and specifically HR. Stereotypes have the potential to impact employees' productivity, innovations, job satisfactions and self-esteem, and the likelihood of leaving the job is fairly good. If employees are aware of the stereotypes against them, their behaviour and performance may decline, as they believe that the stereotypes are true. These implications can further impact the organisation in terms of a decrease in productivity and performance of employees and the result thereof is that the organisation cannot perform financially, competitively and not being able to reach all their goals effectively and efficiently. Human resource management is the central point of any organisation and plays various roles. One of the main roles is to initiate top performance from all employees. Thus, the negative generational stereotypes compromise the performance of employees.

As previously mentioned, stereotypes impact employees' likelihood to leave the organisations due to these negative stereotypes, which leaves HR with a higher turnover intention number than expected.

The main objective of this research study was to explore whether generational stereotypes exist among generation X and millennials and what the content of these stereotypes are within the workplace context. Furthermore, the study wishes to explore the impact of these stereotypes among employees, the organisation as a whole, and HR. This research study contributes to three dimensions, firstly contributing to limited literature in South Africa. Although there is research conducted on occupational, racial and gender stereotypes, there is no in-depth research recorded on generational stereotypes and the impact thereof. The second contribution is to the field of human resource management in South Africa, providing recommendations for future practice to effectively and efficiently manage and/or reduce generational stereotypes among generations. The last contribution is on an organisational level. Not all organisation structures are the same, consequently the researcher has provided recommendations for an organisation to efficiently address the issues associated with the stereotypes and minimise the implications the stereotypes may have.

A previously discussed the main objective of this study the researcher made use of a social constructivism paradigm and a qualitative descriptive strategy to ensure the main objective is fully reached. The sampling techniques used included purposive and quota sampling. The sample size consisted of 20 generation X participants (N=20) and 20 millennial participants (N=20). The participants were selected from two large organisation, located in the Gauteng Province. The industries under which the organisations fell were labour relations solutions and technological solutions. The data were collected through an online qualitative survey that were conducted on Google Forms as platform and thematic data analysis was used.

The results of the present study revealed that generational stereotypes do exist among and between generation X and millennial employees within the working environment. There are both positive and negative stereotypes reported, although negative stereotypes were the more popular choice. The findings further indicate that stereotypes about different generations do have a negative and positive impact in the workplace; however, more negative impact reported than positive impact. Participants further made recommendations towards managements and among themselves to better manage generational stereotypes and minimise

the impact thereof on the working environment. These recommendations included workshops, teambuilding exercises and group work that educates employees and management on how to handle stereotype situations more effectively and efficiently.

Based on the study's results, the researcher came to the following conclusion and limitations based on the present study. The policies and procedures implemented by HR need to be renewed and improved to address the usage and impact of generational stereotypes among generations. By creating stereotype awareness, management and generations would become more sensitive to this issue roaming the workplace. Management and HR should be important role players in setting examples to disregard and disprove stereotypes. Management and HR can gain a better in-depth understanding and awareness of how employees are personally impacted and what effects it may have on their work ethic and productivity. This will enable better strategies to manage and eliminate the impact of generational stereotypes in the workplace.

OPSOMMING

Titel: Om die ervarings van generasie-stereotipes onder werknemers in Suid-Afrikaanse organisasies te ondersoek

Kernwoorde: Menshulpbronbestuur, generasie X, millenniërs, Suid-Afrika, generasies, stereotipes, generasie-stereotipes

Aangesien die werkplek die afgelope paar dekades al hoe meer uiteenlopend geword het, het die interaksies tussen individue verskillende probleme laat ontstaan. Oor hoe hierdie interaksies die werknemer, menslike hulpbronbestuur en die algemene organisasie beïnvloed. Die werkplek bevat werknemers uit verskillende ouderdomsgroepe, ook bekend as generasies, soos generasie X en millenniërs (ook bekend as generasie Y). Elke generasie word gedefinieer deur hul eie stel waardes, eienskappe, persoonlikhede en eienskappe. Saam met die verskillende generasies wat saam met mekaar werk, is dit onvermydelik dat generasieverskille onder hulle sal ontstaan. As gevolg van hierdie generasieverskille tussen werknemers, kan generasie stereotipes voorkom. Generasie-stereotipes word gedefinieer as onakkurate en onondersteunde oortuigings oor sekere kwaliteite en eienskappe van 'n generasiegroep.

Sowel generasie X as millenniërs het stereotipes al beleef en stereotipes gehad teen ander generasiegroepe. Hierdie stereotipes het ingrypende implikasies, nie net vir die organisasie as geheel nie, maar ook vir die werknemers en spesifiek HR. Stereotipes het die potensiaal om werknemers se produktiwiteit, innovering, werkstevredenheid en selfbeeld te beïnvloed, en die waarskynlikheid dat hulle die werksplek verlaat, is redelik goed. As werknemers bewus is van die stereotipes daarteen, kan hul gedrag en prestasie afneem, omdat hulle van mening is dat die stereotipes waar is. Hierdie implikasies kan die organisasie verder beïnvloed in terme van 'n afname in produktiwiteit en prestasie van werknemers en die gevolg daarvan is dat die organisasie nie finansiëel, mededingend kan presteer nie en nie al hul doelwitte effektief en doeltreffend kan bereik nie. Menslikehulpbronbestuur is die kern van enige organisasie en speel verskillende rolle. Een van die hoofrolle is om te verseker dat alle werknemers presteer tot die beste van hul vermoë. Die negatiewe stereotipes van generasies benadeel die werkverrigting van werknemers.

Soos voorheen genoem, beïnvloed stereotipes die waarskynlikheid van werknemers om die organisasie te verlaat weens hierdie negatiewe stereotipes, wat HR met 'n hoër omsetintensienommer laat as wat verwag is.

Die hoofdoel van hierdie navorsingstudie was om ondersoek in te stel of generasie stereotipes bestaan tussen generasie X en millenniërs en wat die inhoud van hierdie stereotipes binne die werkplek is. Verder wil die studie die invloed van hierdie stereotipes onder werknemers, die organisasie as geheel en HR ondersoek. Hierdie navorsingstudie dra by tot drie dimensies, wat eerstens bydra tot beperkte literatuur in Suid-Afrika. Alhoewel daar navorsing gedoen word oor beroeps-, rasse- en geslagstereotipes, is daar geen diepgaande navorsing oor generasie-stereotipes en die invloed daarvan opgeteken nie. Die tweede bydrae is op die gebied van menslike hulpbronbestuur in Suid-Afrika, met aanbevelings vir toekomstige praktyke om generasie-stereotipes tussen generasies effektief en doeltreffend te bestuur en/of te verminder. Die laaste bydrae is op organisatoriese vlak. Nie alle organisasiestrukture is dieselfde nie, en daarom het die navorser aanbevelings gegee vir 'n organisasie om die probleme wat verband hou met die stereotipes doeltreffend aan te spreek en die implikasies wat die stereotipes kan hê, tot die minimum te beperk.

Die navorser het vroeër die hoofdoel van hierdie studie bespreek en maak gebruik van 'n sosiale konstruktivisme paradigma en 'n kwalitatiewe beskrywende strategie om te verseker dat die hoofdoel volledig bereik word. Die gebruikte steekproeftegnieke het doelgerigte en kwotasteekproefneming ingesluit. Die steekproefgrootte bestaan uit 20 generasie X-deelnemers (N = 20) en 20 millenniërs deelnemers (N = 20). Die deelnemers is gekies uit twee groot organisasies in die Gauteng provinsie. Die bedrywe waaronder die organisasies val, was oplossings vir arbeidsverhoudinge en tegnologiese oplossings. Die data is versamel deur middel van aanlyn-geskrewe onderhoude wat op Google Forms gevoer is as platform en tematiese data-ontleding is gebruik.

Die resultate van die huidige studie het aan die lig gebring dat daar generasie-stereotipes bestaan tussen en tussen generasie X en duisendjarige werknemers in die werksomgewing. Daar is beide positiewe en negatiewe stereotipes gerapporteer, hoewel negatiewe stereotipes die gewildste keuse was. Die bevindings dui verder aan dat stereotipes oor verskillende generasies 'n negatiewe en positiewe invloed op die werkplek het; daar is egter meer negatiewe invloede gerapporteer as positiewe invloede. Deelnemers het verder aanbevelings teenoor bestuur en onderling gedoen om generasie stereotipes beter te bestuur en die invloede daarvan op die werksomgewing te beperk. Hierdie aanbevelings het werksessies, spanbou-oefeninge en groepwerk ingesluit wat werknemers en bestuur inlig oor hoe om stereotipe situasies meer effektief en doeltreffend te hanteer.

Op grond van die resultate van die studie het die navorser tot die volgende gevolgtrekking gekom en beperkings gebaseer op die huidige studie. Die beleide en prosedures wat deur HR geïmplementeer word, moet hernu en verbeter word om die gebruik en invloed van generasie-stereotipes onder generasies aan te spreek. Deur stereotipe bewustheid te skep, sal bestuur en generasies sensitiewer word vir hierdie kwessie wat op die werkplek rondtrek. Bestuur en MH moet belangrike rolspelers wees om voorbeelde te stel om stereotipes te verontagsaam en te weerlê. Bestuur en M kan 'n beter diepgaande begrip en bewustheid kry van hoe werknemers persoonlik beïnvloed word en watter uitwerking dit op hul werksetiek en produktiwiteit kan hê. Dit sal beter strategieë moontlik maak om die invloed van generasie-stereotipes in die werkplek te bestuur en uit te skakel.

CHAPTER 1

INTRODUCTION

This research study aims to explore whether generational stereotypes do exist among generation X and millennial employees within the workplace and, if so, what are these stereotypes. Included within this chapter are the problem statement, the research objectives and specific objectives. The research methodology is explained, and a chapter overview is provided. The keywords include stereotypes, generational stereotype, generation X and millennials.

1. Problem statement

A multi-generational workforce consists of different generations who view the world differently and consist of unique attitudes. As each workplace is different, it is challenging to manage a multi-generational workforce humorously and equally (Satpathy, Patnaik & Palai, 2018). Modern organisations are faced with a variety of challenges that come with managing a diverse, multi-generational workforce (Shakhbazyan, 2018). The generational gap has somewhat forced employers to explore new ways to encourage their employees from different generations to function effectively and efficiently together (Jones, 2016). As human resource practitioners' awareness and understanding of age-based values and work attitudes increases, HR may have the ability to anticipate and account for generational stereotypes when working towards cultivating and sustaining a preferred organisational culture (Crumpacker & Crumpacker, 2007). A generation is defined as a group of individuals who are born within a 20-year period or within a period in which they share the same social experiences (Lyons & Kuron, 2014; Weingarten, 2009). In the modern workforce of today, there are currently four generational groups working alongside each other (Lester, Standifer, Schultz, & Windsor, 2012), namely traditionalists (born before 1945), baby boomers (1943-1965), generation X (1968-1979) and generation Y (millennials) (1980-1995) (Tolbize, 2008). Baby boomers are at the retirement stage (Ng, Lyons & Schweitzer, 2017), thus leaving the study will focus on generation X and millennials in the workplace.

Generation X is described as being loyal and have work-life balance as a core value. Furthermore, this generation values balance, self-reliance and informality (Notter, 2002). Some of the earlier researchers stated that Generation X is often described as entrepreneurial, independent and seems to be less loyal to their employers, but they are loyal to the development of skills (Yu & Miller, 2005). Generation X is more likely to leave a job in search of more challenging working environments with higher salaries (Deal, Altman & Rogelbers, 2010).

The millennial generation was born (1980-1995) into the realm of technology. Millennials are said to be the ones that accept changes more easily than other generations in the workplace. According to Andrea, Gabriella, and Timea (2016), millennials do not necessarily plan for the long term and they maintain most of their relations on social media. Furthermore, millennials are well known for their flexibility and their comfortability regarding diversity in the workplace. This generation is typically described as optimistic, achievers, social and confident (Notter, 2002). From the above mentioned, it is evident that there are clear differences between these two generations in expectations and what they value in the organisation, their method to approaching work and how they prefer to be motivated (Kraus, 2017). There seems to be an increased interest and a sense of importance to explore the generational differences within organisations (Kraus, 2017). Generational differences among employees may cause misunderstandings that lead to intergenerational conflict between generations that in times result in downsizing and where employees from different generations view each other with suspicion (Potota & Schwartz, 2007).

Research has shown that generations tend to have differences in terms of personality, work values, attitudes, career expectations, team work and leadership (Lyons & Kuron, 2013), and these generational differences are likely to result in different generations forming certain beliefs about one another, which ultimately leads to stereotypes being formed (Finkelstein, King & Voyles, 2014). According to literature generational stereotypes take account for the persistence of employee's beliefs about generational differences regarding different generations (Perry, Golom, Catenacci, Ingraham, Covais & Molina, 2017). Thus, indicating that these beliefs, assumptions or opinions translate into stereotypes. The Oxford English Dictionary defines a stereotype as a "widely held but fixed and oversimplified image or idea of a particular type of person or thing". Another definition of a stereotype is a belief or assumption about a group of people with certain characteristics or traits (Kassin, Fein, & Markus, 2011). Stereotyping refers to a set of beliefs held about an individual or a group of individuals based on previous experiences or social norms (Sargeant, 2011). These stereotypes are often inaccurate and misleading opinions about employees within a particular group (Fiske & Neuberg, 1990). In literature, various types of stereotypes are described in the workplace. These stereotypes include gender, racial and occupational stereotypes (Moloto, Brink, & Nel, 2014), however, the presents study will only be focusing on generational stereotypes.

There are two theories that provides insight into why people form opinions and stereotypes about certain groups is the social identity theory (SIT). According to the social identity theory (Tajfel & Turner, 1986), groups of employees (in this case generation X and millennials) divide the world into 'them' and 'us', this is directly linked to in-group (us) and out-group (them). This theory

suggests that one tends to positively appraise the group you belong to (in-group), and negatively appraise the other (out-group). Therefore, the in-group often discriminates against the out-group in order to enhance their self-image (McLeod, 2008). The main hypothesis of SIT is that employees of an in-group seek negative aspects of an out-group (McLeod, 2008). The SIT and stereotyping are linked based on a cognitive process whereby individuals (employees) tend to form opinions about other individuals that are translated to stereotypes, ultimately examining the differences between the groups (McLeod, 2008). Stereotypes that are related to out-group employees are more likely to have negative connotations than those members of the in-group (Esse, 1993).

The second theory that is applicable to the application of stereotypes is the intergroup contact theory. The main hypothesis of this theory is simply exploring the contact and interaction that occur between different groups. In this case, it is to overcome the tension and conflict between generation X and millennials within the working environment (Pettrigrew & Tropp, 2011; Al Ramiah & Hewstone, 2013). Stereotypes, specifically in the workplace, can be destructive. The ultimate implication of such stereotypes is transmitting knowledge that may not be as effective in reaching organisational goals (Weeks, Weeks, & Long, 2017). According to Crumpacker and Crumpacker (2007), organisational goals include increased performance, as well as the development of both skills and leadership capabilities. Negative stereotypes lead to negative responses that affect the employee's performance in terms of tasks, motivation and self-esteem (Singletary, Ruggs, Helb, & Davies, 2009). As previously mentioned, generations working alongside each other cause generational differences, and when these differences pull away from interest-based differences, they tend to turn into negative generational stereotypes. These generational stereotypes have a significant impact on employees' communication, productivity and morale of teamwork and employee themselves (Notter, 2002).

Stereotypes do not only affect the employee, but also the organisation. The corporate business world pays a high price for the impacts of stereotypes on the organisation, due to the loss of employees, low morale, loss in sales and clients, difficulty hiring top-level employees and retaining these employees and decreases in productivity and profits (Gill, 2012). Organisations make the mistake of relying on stereotypes, treating large groups of employees similarly for unjustified reasons (stereotypes), and this leads to HR systems not being well established, which causes poor productivity for the organisations (Costanza & Finkelstein, 2015). The implications for the organisations and HR are that these differences among generations (generation X and millennials) cause a decrease in employees' job performance, retention and organisational commitment (Costanza & Finkelstein, 2015).

Research has found common stereotypes held of generation X and millennials. Stereotypes that exist about generation X include that they are perceived as poor at networking, sceptical of authority, displaying cynicism, and likely to change jobs in order to improve their skills and a first priority for this generation is work-life balance. Millennials are known as the most confident generation. They have a high level of optimism, but are perceived to have poor communication and problem-solving skills (Deyoe & Fox, 2012). They are willing to change jobs until they find a job that suits them the best (Deyoe & Fox, 2012). A research study has stated there is limited literature on generational stereotypes; this literature tends to focus on the actual generational differences in work values and attitudes rather than the stereotypes itself and the impacts thereof (Perry, Golom, & McCarthy, 2015). Therefore, research on generational stereotypes and the effects that these stereotypes have on employees, organisations, as well as the implications and challenges it holds for HR is lacking and could be addressed. Organisations need to be aware of generational differences and stereotypes in order to improve and manage communication, productivity and morale (Notter, 2002), in terms of implementing policies that encourage open communications between employees to minimise communication channel defaults and eliminate intergenerational conflict between generations in order to achieve organisational goals and outcomes (Finkelstein, King, & Voyles, 2015).

2. Research questions

From the above problem statement, the following research questions emerge:

Research questions: Article 1:

- How are generational stereotypes conceptualised according to literature?
- What are the stereotypes that generation X has about millennials in the workplace?
- What are the stereotypes that millennials have about generation X in the workplace?
- What recommendations can be made for future research?

Research questions: Article 2:

- How are generational stereotypes conceptualised according to literature?
- What is the impact of generational stereotypes on generation X in the workplace?
- What is the impact of generational stereotypes on millennials in the workplace?
- What are the suggestions that employees make to effectively manage generational stereotypes in the workplace?

- What recommendations can be made for future research?

3. Expected contribution

3.1 Contribution to individuals/employees

This research study contributes to how generation X and millennial employees are personally impacted by generational stereotypes and what their experiences towards stereotype situations in the workplace are. Once employees are capable of understanding and accepting generational differences, they can overcome the implications that generational stereotypes may have on them as individuals and their generational group as a whole.

3.2 Contribution to South African organisations

There is limited research, especially on generational stereotypes within the South African workforce. Therefore, the study will assist organisations to overcome the barriers that generational stereotypes create among generations in the workplace. By understanding and creating stereotype awareness, organisations would be able to create a more cohesive atmosphere for generations to work together more effectively and efficiently. This would not only benefit the organisation, but also employees of different generations.

3.3 Contribution for the human resource management literature

Within the human resource field, there is restricted research on generational stereotypes in the workplace and how employees are impacted. The study contributes to effective human resource management. This entails implementing the correct policies and procedures, which enable effective teamwork and greater productivity among generations; as well as creating stereotype awareness and educating employees through workshops and awareness seminars, to better manage stereotypes among themselves.

4. Research objectives

The research objectives are divided into general objectives and specific objectives.

4.1 General objective

The aim of this research was to explore whether generational stereotypes do exist in the workplace and what the impacts of these generational stereotypes were on generation X and millennials in the workplace.

4.2 Specific objectives

Specific objectives for article 1:

- To conceptualise generational stereotypes according to literature.
- To determine what the stereotypes are that generation X has over millennials.
- To determine what the stereotypes are that millennials have over generation X.
- To determine what recommendations are made by generation X and millennials to effectively manage generational stereotypes in the workplace.

Specific objectives for article 2:

- To conceptualise generational stereotypes according to literature.
- To determine the impact of stereotypes on generation X in the workplace.
- To determine the impact of stereotypes on millennials in the workplace.
- To determine what recommendations are made by generation X and millennials to effectively manage generational stereotypes in the workplace.
- To determine recommendations for future research.

5. Research design

5.1 Research approach

The researcher followed a qualitative research approach. Qualitative research is based on exploring a paradigm in nature, enabling researchers to gain information regarding a certain area that is unknown to others (Liamputtong & Ezzy, 2005). Within this research study, the researcher explored generational stereotypes among employees and what effects these stereotypes have on organisational outcomes. This research study was conducted within a social constructivism paradigm. Social constructivism is defined as a paradigm that places focus on participants' experiences and how each participant perceived the social phenomenon in their own words (Frost, 2011).

5.2 Research strategy

The researcher made use of a qualitative descriptive study. A descriptive study is defined as a set of themes, concepts and the identification of key dimensions of the social phenomena being studied by the researcher (Spencer, Ritchie, & O'Connor, 2003). A qualitative descriptive study has two key elements that the researcher should apply and keep in mind when collecting the data. The first element is language; this implies the use of direct words of the participants. This is very significant, since it portrays the importance of the social phenomena being studied (Spencer et al., 2003). The

researcher described the experiences of each individual that are linked to certain aspects of the event (Sandelowski, 2000); in other words, the researcher described the experience of the participants in the workforce environment, impacted by stereotypes and generations differing in certain aspects. Descriptions in the form of summaries of surveys or observation give control to the researcher in terms of what he/she wants to describe; these descriptions, however, must always accurately provide events in their proper sequence and the participants' attributes to those events (Maxwell, 1992).

5.3 Research method

The research method in this study consists of a literature review, research setting, entrée and establishing research roles, sampling, data collection methods, recording of data analysis, strategies employed to ensure quality data, reporting style, and ethical considerations.

5.3.1 Literature review

A thorough literature review was conducted to explore the experiences of employees of generational stereotypes in South African organisations. The keywords used in the literature study include: generations (generation X and millennials), generational stereotypes, and South African organisations. The resources for this literature study include articles, books and internet databases such as Google Scholar, Emerald and EBSCOhost.

5.3.2 Research setting

The data for this study was collected through the use of Google Forms. The researcher conducted an online qualitative survey on Google Forms and each survey took approximately 20 to 30 minutes to complete, depending on the length of the participants' answers. The online qualitative survey ensured that participants had the convenience of completing the survey at their own given time.

5.3.3 Entrée and establishing researcher roles

The researcher had undertaken various roles in this study; firstly, as the planner of the study. The researcher identified two large organisations in the Gauteng Province. The researcher contacted the HR managers of those organisations, inviting them to take part in the research study. The researcher had then requested the email addresses of the generation X and millennial employees. She then made contact with those employees via email to request their willing participation. The email included all the information regarding the purpose of the study and the logistics of the research process. The link to Google Forms on which the online qualitative survey was conducted was also been included in the email. The researcher sent out a link to the participants. She then collected the

data and transcribed the data that were obtained through the answers of participants through the online qualitative survey on Google Forms. The researcher then analysed the transcribed data in the Excel spreadsheets. Finally, the researcher was responsible for writing the research report.

5.3.4 Sampling

A combined purposive and quota sampling strategy was used for the purpose of this study. Purpose sampling (also known as judgement sampling) is the intentional choice of a set of participants due to the qualities that the participant process requires (Bernard, 2002). This technique includes the identification and selection of a group of individuals who are well informed pertaining to the social phenomenon of interest (Cresswell & Plano Clark, 2011). Quota sampling is defined as a sample obtained for a group of participants and establishing a quote of how many participants will be included due to the set of the quote (Gravetter & Forzano, 2014); in other words, the researcher collected data from a population with certain characteristics that represent the one sample of the population in the research study (Acharya, Prakash, Saxena, & Nigam, 2013). In the research study, there are two samples that were included, i.e. generation X and millennials.

In the research study, participants specifically from generation X and millennials were included, with a sample size of 40 ($n = 40$) participants, representing 20 participants from each generation (generation X and millennials). The survey took approximately 20 to 30 minutes to complete. The researcher had set out inclusion criteria to which all willing participants have to adhere: Generation X participants should be between the age of 40 and 51 (1968-1979), and millennials between the age of 20 and 39 (1980-1995) (Toblize, 2008), and they should be comfortable communicating in English. For the purpose of this study, the researcher's aim was to explore generational stereotypes as perceived ideas by the two generations that are currently active in the workplace (i.e. generation X and millennials). Even though baby boomers are represented to some extent in the workplace, the numbers of people in this group are not as large as generation X and millennials. Therefore, baby boomers were not included in this study. According to Fry (2015), Baby Boomers are the next generation to retire. He also reported that, in 2015, millennials would make up the largest group in the current workforce and may overtake generation X. The predictions for the future makeup of the workforce may vary; however, many researchers report that between 50 and 75% of all employees will be millennials and generation X between 2020 and 2025 (Dishman, 2015; Donston-Miller, 2016; Lacey, Toossi, Dubina & Gensler, 2017;). The participants will be recruited from various organisations in the Gauteng Province. According to StatsSA (2017), Gauteng has the largest percentage when it comes to mid-year population estimates by province. Gauteng has a total of 25.3% of the total population living in South Africa.

5.3.5 Research procedure

The researcher obtained informed consent from participants before the online qualitative survey was conducted. The participants had to read through the informed consent the researcher provided and if they agreed with all information provided, they could go forth with the online qualitative survey. The researcher also provided the participants with some background and what the purpose of the research study was. The researcher did provide her contact details, should the participants have any enquiries regarding the study. The researcher also made it very clear that participation is entirely voluntary. Therefore, if they wish to leave the survey and no longer take part they may do so at any time.

5.3.6 Data collection method

For the data collection method, the researcher chose an online qualitative survey. Online qualitative surveys are defined as dialogue carried out for the purpose of data collection (Salmons, 2014). According to Clarke (2000), there are many beneficial factors that would benefit the researcher and participants greatly. The researcher approached two large organisations in the Gauteng Province. She contacted the HR managers to request participation in the research study. The researcher thoroughly explained to the HR managers the purpose of the research study and the requirements for generation X and millennial participants to have taken part in the research study. Once the researcher had gained permission from the HR manager, she provided the email addresses to the researcher. She then contacted the participants via email. The context of the email included the link to Google Forms (the platform that was used to conduct the survey). The online qualitative survey consisted of two sections, i.e. 1) biographical information (in that section, participants needed to state to which generation they belong, for example generation X born between 1968 and 1979 as well as their gender, home language and their occupation); and 2) the second section consisted of nine survey questions (listed below).

Each survey consisted of nine questions and had taken approximately 20 to 30 minutes, depending on the length of the answers of the participants. The researcher also informed the participants that the survey questions are in English as stipulated above of Google Forms. The purpose of the study was communicated in a written explanation to participants. The researcher made a note that participants should read the questions carefully and answer the questions as elaborately and thoroughly as possible. Participants were informed that their participation is voluntary, and that they can withdraw from the research at any time.

The researcher made sure that all information provided by the participants is kept confidential and is only used for research purposes. The participants were also informed that the results of the study will be published in the form of a dissertation and/or research articles. Permission was requested from the participants via accepting all the terms and conditions that have been laid out to them thoroughly on the platform (Google Forms). The participants were asked to indicate the generation they belong to; the researcher explained in which year category the participant would fall if he or she is a generation X or a millennial (generation X between the age of 52 and 41 (1968-1979), millennials between the age of 25 and 40 (1980-1995) (Toblize, 2008). Each of these two generations has received a different set of survey questions. The online qualitative survey questions for both generations are listed below.

Online qualitative survey questions for generations X for research article 1:

1. In your own words, please explain what you think a generational stereotype is?
2. What stereotypes do you have about your own generation (generation X) in the workplace?
3. What stereotypes do you think other generations have about generation X in the workplace?
4. What stereotypes do you have about millennials in the workplace?

Online qualitative survey questions for generation X for research article 2:

1. Do you think stereotypes about different generations may have a negative impact in the workplace? If yes, please provide example(s) of these impacts.
2. Do you think stereotypes about different generations may have a positive impact in the workplace? If yes, please provide example(s) of these impacts.
3. Do stereotypes about generations in the workplace impact you personally? Please elaborate.
4. In your opinion, what can organisations do to manage stereotypes about generations in the workplace?
5. What can employees themselves do to manage stereotypes about generations more effectively in the workplace?

Online qualitative survey questions for millennials for research article 1:

1. In your own words, please explain what you think a generational stereotype is?
2. What stereotypes do you have about your own generation (millennials) in the workplace?
3. What stereotypes do you think other generations have about millennials in the workplace?
4. What stereotypes do you have about generation X in the workplace?

Online qualitative survey questions for millennials for research article 2:

1. Do you think stereotypes about different generations may have a negative impact in the workplace? If yes, please provide example(s) of these impacts
2. Do you think stereotypes about different generations may have a positive impact in the workplace? If yes, please provide example(s) of these impacts
3. Do stereotypes about generations in the workplace impact you personally? Please elaborate.
4. In your opinion, what can organisations do to manage stereotypes about generations in the workplace?
5. What can employees themselves do to manage stereotypes about generations in the workplace?

5.3.7 Recording of data

With the permission of research participants, the online qualitative survey was conducted on the platform Google Forms. The information provided was stored on a hard drive and kept safe, with a password, while each participant's identity remains confidential.

5.3.8 Data analysis

For the purpose of this study, content analysis was used to analyse the data that was collected via an online qualitative survey. This data analysis is specifically used to transcribe and process large amounts of texts (responses) to summarise the responses easier (Erlingsson & Brysiewicz, 2017). The main objective of qualitative content analysis is to systematically transcribe large amounts of texts into an organised manner to highlight the summary of key results found in the study (Erlingsson & Brysiewicz, 2017). Content analysis typically consists of three central phases, as discussed below (Erlingsson & Brysiewicz, 2017):

Phase 1: Preparation

Once the data had been collected from the online qualitative survey, the researcher read through the raw data a couple of times to become familiar with the data. After the researcher had read through the data, she could have gained a better understanding of the central ideas that stood out in the data. The data was then transcribed into an Excel sheet.

Phase 2: Organising

Next the researcher identified possible codes (categories) to represent each research question in a short, but descriptive way. The responses that represented the same central ideas were grouped together as a set of themes, which represented each category the best.

Phase 3: Reporting

After the respective categories and themes were identified, the researcher reported all categories and their themes into table format which included direct quotations of participants to support the themes identified. Each theme was descriptively explained to the reader to ensure a general understanding of each theme.

5.3.9 Strategies employed to ensure quality data

Qualitative research's aim is to highlight the individual's experiences regarding the social phenomenon being explored, and to develop a theory to support these experiences (Vishnevsky & Beanlands, 2004). One major challenge that has been set out for the researcher was to strive for the best quality data when conducting his/her research study (Cope, 2014).

Credibility refers to the truthfulness of the data and interpretation and representation by the researcher (Polit & Beck, 2012). Credibility is increased by the researcher when describing his or her experience in relation to the research findings with the participants (Cope, 2014). The researcher supported credibility by demonstrating methods of engagement and observation (Cope, 2014), which entailed research questions that asked the participants elaborate or give more detail on their responses, so that she gained a bigger picture of the results given, which impacts the individual's self and his or her work environment.

The researcher ensured **transferability** by providing sufficient information on the participants and the research context to enable to the reader to access the findings on the research study in order to have the capability of being 'fit' or transferable (Cope, 2014). She ensured transferability by providing a thorough and rich explanation of the background of each generation and their experiences of generational stereotypes and how they have been impacted in the workplace, in order for the reader to relate to some of the experiences.

The researcher ensured **dependability** through the research process and descriptions; in other words, the study would only be proven dependable if the findings of the research study are similar or replicated with similar participants in similar conditions (Koch, 2006). After the researcher has transcribed the data and seen the results, the researcher compared other research studies' results and observed whether those research studies had similar results to the researcher's study under the same circumstances.

Conformability refers to the researcher's ability to demonstrate that the data collected are the true answers of the participants themselves and not the researcher's views or biases (Houghton, Casey, Shaw, & Murphy, 2013). The researcher ensured conformability through the use of direct quotes or statements of the participants' responses that support the numerous patterns identified to support the results. These direct quotes will give the reader a broader idea of the participants' experiences when it comes to their experiences of generational stereotypes.

5.3.10 Reporting

The purpose of this study was to truthfully capture the experiences and perceptions of the participants. Therefore, a qualitative and narrative reporting style was used to report the research findings. The findings of this study have been presented in table format. Direct quotations from the participants have been used to authenticate the findings and conclusions drawn from the results. The researcher ensured confidentiality through the use of codes. Each participant from each generation (generation X and millennials) has been given a unique code by the researcher, such as X01, X02; therefore, no biographical or personal information was used to report the data and summarise and draw conclusions to support the research objectives.

5.3.11 Ethical considerations

Before the research study was conducted, the researcher gained approval from the scientific committee and ethical approval from the Economic and Management Sciences Ethics Committee (EMS-REC) at the North-West University. Taking the ethical considerations of confidentiality and privacy into consideration, the researcher ensured that the identities of the participants have been protected and that all information they provided during the online qualitative survey has remained confidential. All participants have been given code names, by the researcher during the data collection process, which kept their identities unidentifiable. Furthermore, the data have been safely stored on a hard drive, protected by a password, and only the researcher and supervisor and co-supervisor have access to the data, when needed. The purpose of the research study has been explained to participants to obtain informed consent. The participants have also been informed that the results of the study have been used for research purposes only. Participation in this study has been set out as completely voluntarily and no participant was compelled to take part in the study. Furthermore, participants could have withdrawn from the study whenever they felt the need to do so. The research questions are not conducted to elicit or cause unnecessary harm to research participants.

Chapter division

The chapters are presented in a full dissertation as follows:

Chapter 1: Introduction

Chapter 2: Research article 1

Chapter 3: Research article 2

Chapter 4: Conclusions, limitations and recommendations

References

- Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and How of it? *Indian Journal of Medical Specialities*, 4(2), 332.
- Al Ramiah, A., & Hewstone, M. (2013). Intergroup contact as a tool for reducing, resolving and preventing intergroup conflict: Evidence, limitations, and potential. *American Psychologist*, 68(7), 578-530.
- Andrea, B., Gabriella, H. C., & Times, J. (2016). Y and Z Generations at the workplace. *Journal of Competiveness*, 8(3), 92-93. <https://doi: 10.7441/joc.2016.03.06>
- Bernard, H. R. (2002). *Research Methods in Anthropology: Qualitative and Quantitative Methods* (3rd ed.). AltaMira Press, Walnut Creek, California.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 86-93.
- Clarke, P. (2000). *The Internet as a medium for qualitative research. Paper presented at the 2nd Annual Conference on World-Wide Web Applications*. Retrieved April <http://generalupdate.rau.ac.za/infosci/conf/Wednesday/Clarke.htm>.
- Cope, D. G. (2014). Methods and Meanings: Credibility and Trustworthiness. *Oncology Nursing Forum*, 41, 1, 98-90.
- Costanza, D. P. & Finkelstein, L. M. (2015). Generationally Based Differences in the Workplace: Is There a There? *Industrial and Organisational Psychology*, 8, 313.
- Cresswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed method research*. (2nd ed.). Sage. Thousand Oaks, CA, 201.
- Crumpacker, M., D.B.A., Crumpacker, J. M., J.D., L.L.M., & SPHR. (2007). Succession planning and generational stereotypes: Should HR consider age-based values and attitudes a relevant factor or passing fad? *Public Personnel Management*, 36, 4, 356.
- Deal, J. J., Altman, D. G., & Rogelbers, S. G. (2010). Millennials at work: what we know and what we need to know (if anything). *Journal of Business and Psychology*, 25,2, 10-11.
- Deyoe, R. H., & Fox, T. L. (2012). Identifying strategies to minimize workplace conflict due to generational differences. *Journal of Behavioural Studies in Business*, 5,1, 2-3
- Dishman, L. (2015). Millennials have a different definition of diversity and inclusion. Fast Company. Retrieved from <https://www.fastcompany.com/3046358/millennials-have-a-different-definition-of-diversity-and-inclusion>

- Donston-Miller (2016). *Workforce 2020: What you need to know now*, *Forbes Workday Voice*. Retrieved from <https://www.forbes.com/sites/workday/2016/05/05/workforce2020-what-you-need-to-know-now/#72df17f62d63>
- Erlingsson, C., & Brysiewicz, P. (2017). A hands-on guide to doing content analysis. *African Journal of Emergency Medicine*, 93-95.
- Esse, V. M., Zanna, M. P. (1993). Values, stereotypes and emotions as determinates of intergroup attitudes, in Mackie, D. M. and Hamilton, D. L. (Eds.), *Affect, Cognition, and Stereotyping: Interactive Processes in Group Perceptions*, Academic, SA Diego, CA.
- Finkelstein, L. M., King, E. B., & Voyles, E. C. (2015). Age met stereotyping and cross-age workplace interactions: A meta view of age stereotypes at work. *Work, Aging and Retirement*, 1,1, 38.
- Fiske, S. T., & Neuberg, S. L. (1990). A continuum model of impression information from category-based to individuating process: The influence of information and motivations on attention and interpretation. In M. P. Zanna (Ed.), *Advances in experiment social psychology* (vol. 23, pp1-4). San Diego, CA: Academic Press.
- Frost, N. (2011). *Qualitative research methods in psychology: Combining core approaches*. London, England: Open University Press.
- Fry, R. (2015). Millennials surpass gen xers as the largest generation in U.S. labour force. *Pew Research centre*. Retrieved from www.pewresearch.org/fact-tank/2015/05/11/millennials-surpass-gen-xers-as-the-largers-generation-in-u-s-labour-foyrce/
- Gill, G. *Avoiding stereotypes in the workplace*. *HRvoice.org*. Retrieved from <http://www.hrvoice.org/avoiding-stereotyping-in-the-workplace/>
- Gravetter, F. J., & Forzano, LA. B. (2012). *Research methods for the Behavioural Sciences*. New York, NY: Cengage Learning.
- Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case- study research. *Nurse Researcher*, 20,(4), 13-15.
- Howe, N., & Strauss, W. (2000). *Millennials rising; the next great generation*. Vintage.
- Jones, J. (2016). The Problem: Generational Diversity in the Modern Workplace. *International Journal of Business and Management Studies*, 5,(2), 271-272.

- Kaasin, S., Fein, S., & Markus, H. R. (2011). Stereotypes, prejudice, and discriminations. *Social Psychology*, 146.
- Kicheva, T (2017). Management of employees from different generations-challenges for Bulgarian managers and HR professional. *Economic Alternatives* 1, 104.
- Koch, T. (2006). Establishing rigour in qualitative research: The decision trail. *Journal of Advanced Nursing*, 53, 93-95.
- Kraus, M (2017). Comparing Generation X and Generation Y on their preferred emotional leadership style. *Journal of Applied Leadership and Management*, 5, 62-64.
- Lacey, T. A., Toossi, M., Dubina, K. S., & Gensler, A. B. (2017). *Projections overview and highlights. Bureau of Labor Statistics Monthly Labor Review*. Retrieved from <https://www.bls.gov/opub/mlr/2017/article/projections-overview-and-highlights-2016-26.htm>
- Lester, S. W., Standifer, R. L., Schultz, N. J., & Windsor, J. M. (2012). Actual Versus perceived Generational Differences at Work: An Empirical Examination. *Journal of Leadership and Organisational Studies*, 19(3), 341.
- Liamputtong, P. C., & Ezzy, D. (2005). *Qualitative Research Methods*. (vol. 2). Oxford University Press, Melbourne.
- Lyons, S., & Kuron, L. (2013). Generational differences in the workplace: a review of the evidence and directions for future research. *Journal of Organisational Behaviour*, 35, 153.
- Lyons, S., Urick, M., Kuron, L. & Schweitzer, L. (2015). Generational Differences in the workplace: There is Complexity Beyond the Stereotypes. *Industrial and Organisational Psychology*, 8, 513.
- Maxwell, J.A. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62, 279.
- McLeod, S. A. (2008). *Social identity theory*. Retrieved from <https://www.simplypsychology.org/social-identity-theory.html>
- Meuse, D. P. K., & Mlodzik, K. J. (2010). A second look at Generational Differences in the workforce: Implications for HR and Talent Management, 33 (2) , 51-52.
- Moloto, G. R. B., Brink, L., & Nel, A. (2014). An exploration of stereotypes perceptions amongst support staff within a higher education institution. *SA Journal of Human Resource Management/ SA Tydskrif vir Menslikehulpbronbestuur*, 12 (1), 1-2

- Notter, J. (2002). *Generational Diversity in the workplace. Notter Consulting*. 2-4. Retrieved from: <http://www.lulu.com/content/544094>
- Patota, N., & Schwartz, T (2007). Leveraging generational differences for productivity gains. *Journal of American Academy of Business*, 12 (2), 3-4.
- Perry, L. E., Golom, F. D., Catenacci, L., Ingrahan, M. E., Covias, E., & Molina, J. J. (2016). Talkin' bout your generation: the impact of applicant age and generation in hiring related perceptions and outcomes. *Work, Aging and Retirement*, 3 (2), 188-189.
- Perry, E. L., Golom, F. D. & McCarthy, J. A. (2015). Generational differences: Let's not throw the Baby Boomer out with the bathwater. *Industrial and Organisational Psychology*, 8, 377-378.
- Polit, D. F., & Beck, C.T. (2012). *Nursing research: Generating and assessing evidence for nursing practice*. Philadelphia, PA: Lippincott Williams and Wilkins.
- Roller, M. R., & Lavrakas, P. J. (2015). *Applied qualitative research: A total quality framework approach* (pp.230). New York, NY: The Guilford Press.
- Salmons, J. (2014). *Qualitative online interviews: Strategies, design, and skills*. Sage Publications.
- Shakhbazyan, N. (2018). How do Multigenerational Differences Affect Motivational Factors in the Workplace? (Published Masters dissertation), California State University, Northridge.
- Sandelowski, M. (2000). *Focus on research methods. Whatever happened to equal qualitative description? Research in Nursing and Health*, 23, 335-336. University of Carolina
- Sargeant, M. (2011). *Age discrimination and diversity: Multiple discrimination from an age perspective*. New York, NY: Cambridge University Press.
- Satpathy, I., Patnaik, B. C. M., & Palia, D. (2018). Intricacies of multi-generational workforce in construction sector: review study. *International Journal of Civil Engineering and Technology*, 9 (6), 79-81.
- Singletary, S.L., Ruggs, E.N., Hebl, M.R., & Davies, P.G. (2009). *Literature overview: Stereotype threat: Causes, effects, and remedies*. Retrieved from http://www.engr.psu.edu/awe/misc/ARPs/ARP_StereotypeThreat_Overview_31909.pdf
- Spencer, L., Ritchie, J., & O'Connor (2003). *Qualitative research practice: a social guide for science students and researcher*. (Ed. Jane Lewis & Jane Ritchie), Chapter 8: Analysis: Practices, Principles and Processes, 214-215. SAGE Publications, London: Thousand Oaks. New Delhi.

- StatsSA (2017). *Mid-year population estimates*. Available from www.statssa.gov.za. (UMI no. p0302).
- Tajfel, H., & Turner, J. C. (1986). *The social identity theory of intergroup behaviour*. In S. Worchel & W. G. Austin (Eds.), *The psychology of intergroup relations* 11-19, Chicago: Nelson-Hall.
- Taylor, S. P. (2018). Critical realism vs social constructions & social constructivism: application to a social housing research study. *International Journal of Sciences: Basic and Applied Research*, 27 (2), 218.
- Tolbize, A. (2008). *Generational differences in the workplace*. University of Minnesota, 2-4.
- Vishnevsky, T., & Beanlands, H. (2004). Interpreting Research in Nephology Nursing. *Nephology Nursing Journal*, 31(2), 235-237.
- Weeks, K. P., Weeks, M., & Long, N (2017). Generational Perceptions at work: In-group favouritism and out-group stereotypes. *An International Journal*, 36 (1), 4.
- Weingarten, R. M. (2009). Four generations, one workplace: A gen x-y staff nurses' view of team building in the emergency department. *Journal of Emergency Nursing*, 35(1) 27-28
- Yu, H. C., & Miller, P. (2005). Leadership style: The X Generation and Baby Boomers compared in different cultural contexts. *Leadership and Organisational Development Journal*, 26(1), 33-35.

CHAPTER 2

RESEARCH ARTICLE 1

EXPLORING STEREOTYPES OF GENERATION X AND MILLENNIAL EMPLOYEES IN SOUTH AFRICA

Abstract

Orientation: Organisations today consist of different generational groups. Due to generational differences, stereotypes are developed because of those differences. Stereotypes ultimately impact employees, organisations and human resource management systems.

Research purpose: To explore what generational stereotypes exist between generation X and millennials and what impacts these stereotypes have on employees, organisations and HRM.

Motivation for the study: The research on generational stereotypes in South Africa is limited, and therefore it is important for organisations and HRM to be able to manage stereotypes more effectively.

Research approach, design and method: A qualitative research design was used in the research study, based on a social constructivism paradigm. The total sample size is $N=40$, generation X ($N=20$) and millennials ($N=20$). An online qualitative survey was used to collect the data. Data was analysed through content analysis.

Main findings: The majority of generation X and millennial participants were familiar with the concept of generational stereotypes. There were positive and negative stereotypes found in all four categories identified within the results.

Practical/managerial implications: The negative impact that these stereotypes have on the generation and employees itself, holds many implications. Generational stereotypes have the potential to impact effective teamwork between generations and cause tension and conflict.

Contribution/value-add: This study contributes to the body of knowledge concerning generational stereotypes within the South African workforce context. The findings also make a contribution to management and generations to effectively manage generational stereotypes among them.

Keywords: Generations, generation X, millennials, stereotypes, generational stereotypes

Introduction

The 21st century workplace comprises various generations working side by side (Schulman, 2007). These generations all have their own unique characteristics that define them individually within the workplace (Nnamboozee & Paumasur, 2016). Johnson and Johnson (2010) define a generation as a group of people born and living simultaneously, sharing common knowledge and experiences that impacts their thoughts, values, beliefs, attitudes and behaviour. Currently, the workforce consists of the following generational groups: Baby boomers (1946-1964), generation X (1968-1979) and millennials (1980-1995), who are commonly known as generation Y (Tobelize, 2008). According to Crowne (2013) and Fishman (2016), baby boomers are the generation that has retired from the workplace or are currently in the process of doing so. Therefore, for the purpose of the present study, the focus will be on generation X and millennials.

Generation X and millennials are generational groups that equally present unique characteristics that define them individually in the workplace. Literature highlights key characteristics and clear differences between generation X and millennials. Generation X tend to display self-resilience, tend to be sceptic and individualistic; whereas millennials are described as optimistic, pro-diversity, technology advanced and valuing work-life balance (Yusoff & Kian, 2013). Generation X and millennials differ largely in their workplace characteristics and as a result thereof generational differences exist between these two generations (Jones, Murray, & Tapp, 2018). According to literature, generation X and millennials tend to differ the most in work-related factors such as work values, attitudes (Cennamo & Gardner, 2008; Smola & Sutton, 2002), personality (Twenge & Campbell, 2008), career experiences and outcomes, leadership preferences and workplace behaviour (Parry & Urwin, 2011; Twenge, 2010; Twenge & Campbell, 2008). In accordance with the above-mentioned, generational differences between generation X and millennials may result in stereotypes. Stereotypes are a visible problem that stems from generational differences (Acar, 2014).

According to literature, a stereotype is defined as an individual's set of beliefs about certain characteristics connected to a social group (Kreitner & Kinicki, 2010). Generally, stereotypes are often used in the form of a negative description about a particular group (Campbell, Campbell, Siedo, & Twenge, 2015). In this case, the stereotypes that take place specifically in the workplace are generally exaggerated preconceived ideas of a generational group that support the individual's perception of that group. This perception of the individual does not always validate whether the stereotype is true or not (Wärnich, Carrell, Elbert & Hatfield, 2015). This poses the ultimate problem that understanding different generations is a worldwide problem due to the lack of notable

information on the content, context and consequences of stereotypes among different generations in the current workplace (Martins & Martins, 2014).

The need and motivation for this research study are vital in order to address the lack of literature in South Africa. Many generational studies have been conducted in developed Western countries, which raises a concern for the suitability and generalisability of findings to developing countries such as South Africa (Jonck, Van der Walt, & Sobayeni, 2017). Stereotyping is a well-known term within the South African workforce. However, taking the South African work context into consideration, there is uncertainty about how and what the context of these stereotypes is between generations. Additionally, it is important for organisations to be aware of stereotypes and their existence in the workplace and what the potential impact of stereotypes may be on its employees and the organisation as a whole (Wärnich et al., 2015). This study is interested in exploring the prevalence of generational stereotypes among generation X and millennials from a workplace perspective.

Literature review

The modern workplace is multigenerational, consisting of a variety of different generations. As stated above, generation X and millennials have a unique set of characteristics, needs and values that set them apart in the workplace (Martins & Martins, 2014). The term generation X refers to employees within the age range of 52-41. These employees were born between 1986 and 1979. As active members of the job market, generation X are perceived as having a preference for managing their own time, setting their own skills limit, and completing work tasks without supervision. They are also known for their detailed and diligent work (Hendricks & Cope, 2013). According to literature, this generation finds informal policies regarding dress codes and workplace habits to be motivating (Wiederman, 2015). Others see generation X as comfortable with diversity, however not with change. Additionally, generation X is more likely to be more independent and self-sufficient (Hart, 2006). This generation places emphasis on a working environment that supports ongoing learning and development (Bova & Kroth, 2001).

Millennials are the demographic generation that follows generation X. This generation refers to employees who are in the age range of 25 and 40. They were born between 1980 and 1995. Being the youngest generation to enter the workplace, millennials are generally described as socially driven, confident and seeking a healthy balance between their personal life and work life (Smither, 2015; Wiederman, 2015; Hendrick & Cope, 2013). According to literature, they are known for getting bored easily and being impatient. They are motivated by their sense of purpose and

belonging in an organisation as well as experimenting and discovering new approaches to solutions. Additionally, millennials often seek support from their employers to feel a sense of validation. They expect regular feedback from supervisors and they strive to have clear goals and structure from mentoring programmes and desire career advancements and skills development (Eastland & Clark, 2015; Wiederman, 2015; Chou, 2012).

There are clear generational differences that exist between generation X and millennials in the workplace. Lower (2008) argues that even though these characteristics may describe the individuals of a generational group, it is not always applicable to all members. In this regard, such sweeping statements about generational groups are known as stereotypes (Lower, 2008). A stereotype is described according to literature as a fixed and distorted general idea about a member of a particular social group (Wärnich et al., 2015). Individuals usually form stereotypes based on different dimensions of diversity, which include race, gender, age, physical qualities or sexual orientation. (Wärnich et al., 2015). According to literature, there are various forms of stereotypes in the workplace, including age-related (generational) stereotypes, as well as gender stereotypes (social behavioural norms that orient men and women on different life strategies and propose to them double oppositional roles in the working environment) (Kepuladza, 2010). Racial stereotypes is a term that refers to negative action toward inferior people that is caused due to the emergence of some races who regard their groups as the best group (Nurhadi, 2019). Occupational stereotypes are defined as the belief that males and females are suited for different occupations due to the stereotypes of certain characteristics and personalities (White & White, 2006). However, for the purpose of this research study, the focus will be on exploring generational stereotypes and the content thereof among generation X and millennials.

Generational stereotypes

Generational stereotypes are defined as the practice and thought process by an individual to characterise, target and judge the attributes, values and beliefs of individuals belonging to a generational group (Burgess, 2017). Shani and Lau (2008) describe generational stereotypes as the belief that differences in traits and abilities make a social group more or less suited to different roles in the workplace and display different behaviours towards work. Over the past decade, stereotypes between generational groups have become a well-known social phenomenon that impacts both younger and older generations (Dordoni & Argentro, 2015). Both generation X and millennials experience or have experienced stereotypes and have stereotypes about other generations (Posthuma & Champion, 2009; Truxillo, Cadiz, & Rineer, 2014). While there is a substantial amount of research done on stereotypes linked to generation X, millennials are increasingly becoming the

focus within a number of social science research studies (Deal, Altman, & Rogelberg, 2010). Generation X and millennials have positive and negative stereotypes connected to their generation.

Negative stereotypes

A research study conducted by Perry et al. (2017) found common negative stereotypes against generation X. This generation is perceived to be more resistant to change, harder to train, as well as less adaptable and flexible. Additional research concluded that generation X are viewed as having lower ability to do work tasks, having less motivation and being less productive than millennials (Posthuma & Champion, 2009). Negative stereotypes associated with millennials according to literature are that they are less trustworthy and tend to be less loyal to their organisation (Truxillo & Colleagues, 2014). Another research study has found that millennials are immature, disloyal and their social life is a core value for them and they are known as job hoppers (Newton, Hurstfield, Miller, & Bates, 2005). A research study conducted by Van Rossem (2018) concluded that the increase in negative stereotypes towards other generations urges more positive self-stereotypes connected to their own generation. In other words, if millennials have more negative stereotypes against generation X, self-positive stereotypes about their own generation are increased. Even though negative stereotypes are the most prevalent, it is important to highlight the positive generational stereotypes that exist in both generation X and millennials.

Positive stereotypes

Research has pointed out the positive stereotypes associated with generation X. They are viewed as reliable, dependable, trustworthy and honest (Perry & Parlamis, 2005; Posthuma & Champion, 2009; Posthuma, Wagstaff, & Champion, 2012). On the other hand, millennials are usually perceived as more adaptable, fun, competitive, materialistic, impulsive and creative (Finkelstein & Colleagues, 2012; Hanvongse et al., 2011). Extensive research on generational stereotypes does exist in the literature. However, the extent to which these stereotypes impact generations still remain unanswered, especially within the South African context.

Impact of stereotypes

Due to baby boomers retiring in most workplaces, more millennials are entering the workforce and there is more interaction between millennials and generation X in most workplaces (Ke, 2015). Both generation X and millennials are able to contribute to the organisation in unique ways. For example, in some instances, generation X is needed to orientate, mentor, induct and teach the millennial generation, since generation X is the oldest generation with adequate knowledge and years of experience. For this reason, millennials do not always appreciate and value generation X's

way of teaching, communication or mentoring (Ke, 2015). Although millennials have better technological skills that are crucial in the modern workforce, generation X might not easily accept or want to adapt to technological advances and changes (Ke, 2015).

When generation X and millennials do not value what other generations bring to the table, this causes hostility and conflict between them that, in time, contribute to the formulation of more and more stereotypes between them (Ke, 2015). Stereotypes between employees may give way for conflict in workplace situations (Urlick & Hollensbe, 2014). This conflict is known as intergenerational conflict (De Meuse, Mlodzik, & Korn, 2010). Intergenerational conflict is conflict and tension that are generated due to the perceptions of generational differences in values and behaviours between generations in the workplace (Urlick, Hollensbe, Masterson, & Lyons, 2017). These perceptions have the potential to impact intergenerational conflict because they create expectations of what one generation thinks and expects from another generation (Cadiz, Truxillo, & Fraccaroli, 2015). There are two main factors that cause intergenerational conflict. The first factor is that generational stereotypes are overgeneralisations about certain attributes and hostile attitudes of one generation to another (Du, 2011). The second factor is that generations have different communication styles and these styles tend to create miscommunication between them (Du, 2011). In the end, intergenerational conflict has various implications on employees, consequently leading to misperceptions, miscommunication and misunderstandings between employees (De Meuse, Mlodzik & Korn, 2010), and ultimately influencing employees' performance, teamwork, innovation and productivity (De Meuse, Mlodzik, & Korn, 2010).

Apart from the experience of conflict due to stereotypes, employees who are victims of generational stereotypes in the workplace are affected in different ways. When employees experience stereotypical behaviour towards them, they show a lack of courage, low levels of confidence as well as signs of self-doubt and a preference for isolation, which affect the overall effectiveness of the work team (King, 2016). Stereotypes also have the potential to impact employees' probability for employment or promotion and many times the evaluation of employees' performance is linked to compensation structures and downsizing (Landy, 2008). According to Wout, Danso, Jackson, and Spencer (2008), stereotypes are barriers that may hinder performance and force individuals to adjust their behaviours to either conforming or reversing the stereotypes against them.

Following the above-mentioned, it is clear to see what the impact of generational stereotypes on the organisation and employees are. However, the applicability of findings of international studies on stereotypes still remains unknown to the South African context. It is important for organisations to

manage generational stereotypes to their advantage more effectively and efficiently. In order to reduce the implications that stereotypes may have on organisations, employees and specifically human resource (HRM) management, such awareness will enable HRM to anticipate and take account for generational stereotypes when working with management to establish and implement succession planning initiatives and effective policies and procedures to sustain the preferred organisational culture (Crumpacker & Crumpacker, 2007).

Two theories that provide some insight into the existence of stereotypes are the social identity theory and the intergroup contact theory. The social identity theory (SIT) explains how stereotypes in the workplace are formed. Individuals tend to identify with a certain social group in which they feel comfortable. A social group is generally a group of individuals who hold a common social identity of the same social category (Sets & Burke, 2000); in other words, employees tend to associate better in a social group in which they can identify with individuals from generation X (Bal et al., 2011; Finklestein et al., 1995; Lalonde & Gardner, 1989). Employees form opinions about certain characteristics linked to social groups. These opinions result in stereotyping (Lalonde & Gardner 1989; Tajfel & Turner, 1979). Within an organisational context, the SIT is applied to explain that pre-existing stereotypes are often linked to in-group favouritism (McNamara et al., 2016). According to Turner, Brown and Tajfel (1979), in-group favouritism refers to the favouring of one's own group over the out-group. In-group favouritism generally refers to intergroup biases, which promotes positive promotion to the group identity. Most individuals strive to enhance their self-esteem through personal accomplishments and favourable views of themselves similar to the group they belong to (Tajfel & Turner, 1986).

The intergroup contact theory explores the contact between member of different groups, providing a way to overcome intergroup tensions and conflict (Pettigrew & Tropp, 2011; Al Ramiah & Hewstone, 2013). A clear definition of the theory is actual face-to-face contact between members of different and clearly defined groups (Christ & Kauff, 2019). In this case, it is the interaction between generation X employees and millennial employees. According to the intergroup contact theory, negative attitudes and interactions stem from a lack of personal and positive interactions between groups (Allport, 1954; Lytle, 2018; Pettigrew, 1998). Face-to-face contact between group members is difficult, if not impossible, due to intense phases of intergroup conflict. As a result of tension and conflict between groups, Allport (1954), the father of this theory, concluded that stereotypical views of outgroups are increased and this upsurges negative sentiments due to the limited contact between groups. According to Deutsch and Fazio (2008), who agree with this theory, even though negative stereotypes are fairly inaccurate, they are also very persisting. The

reason for the persistence of negative inaccurate stereotypes is the limitation on contact between contrasting two groups. For the current workforce to be more diverse in terms of age, it will require younger and older employees to interact more with each other (Bertolino, Truxillo, & Fraccaroli, 2012).

Therefore, it is important to focus on generational stereotypes within the workplace and to manage the effects of these stereotypes on employees and organisational outcomes. According to Blauth et al. (2011), employees from various age groups experience significant generational stereotypes, especially on organisational level. According to Allport (1954), the contact between generations would be successful if certain boundaries are met, such as equal status between groups during contact, shared goals between groups and the cooperation between generations when reaching goals (Pettingrew & Tropp, 2006).

In conclusion, organisations are facing challenges while dealing with a multi-generational workforce that is based on work perspective and stereotypic thoughts. The persistence of stereotypes about generational differences prevents employees from recognising the value each can contribute to the organisation (Satpathy, Patnaik & Palai, 2018). Consequently, HR managers must be able to implement HR intervention to resolve conflict. Each organisation deals with generational differences in aspects such as values, work ethic and leadership challenges that result in conflict between generations (Satpathy, Patnaik & Palai, 2018). Additionally, Gill (2012) states that the corporate world pays a high price for the negative impacts that stereotyping causes. Stereotyping causes the loss of employees, poor employee morale and difficulty retaining top employees (Gill, 2012). Therefore, if stereotypes do exist between generation X and millennials, it is important that organisational leaders and researchers explore what generational stereotypes there are among employees, especially in South African organisations, in order to manage them more effectively and efficiently (Perry, Golom, & McCarthy, 2015; Perry, 2013; Dovidio, Geatner, & Kawakami, 2003).

RESEARCH OBJECTIVES

General objective

The general objective of this present study is to identify and explore generational stereotypes between generation X and millennial employees within South African organisations.

Specific objectives

The specific objectives of this research are:

- To conceptualise generational stereotypes according to literature.
- To determine what the stereotypes are that generation X have over millennials.
- To determine what the stereotypes are that millennials have over generation X.
- To determine what recommendations are made by generation X and millennials to effectively manage generational stereotypes in the workplace.

Research design

The research design consists of the research approach, research strategy and research method. Each topic will be discussed thoroughly and accordingly.

Research approach

A qualitative research approach was followed in this research study. This approach was fitting due to the study of research problems inquiring into the meaning of individuals or groups ascribed to a social problem (Creswell, 2007). In this study, the main objective was to explore the prevalence and nature of generational stereotypes among generation X and millennials in the workplace. A qualitative research approach allows the researcher to notice a literature gap or inconsistency between studies that have been done (Bryman, 2016), in order to build a solid argument and fill the literature gap as well as effective guidelines for future research. This study was conducted within a social constructivism paradigm. This paradigm places focus on the participants' experiences and how they perceive the social phenomena in their own environment (Frost, 2011). This paradigm allowed the researcher to gain a clearer picture of what the experiences of the participants were in terms of generational stereotyping.

Research strategy

The researcher followed a qualitative descriptive study, which can be described as a set of themes, concepts and the identification of key dimensions of the social phenomena being studied by the researcher (Spencer, Ritchie, & O'Connor, 2003). The purpose of a descriptive study is to describe the participant's experiences in a descriptive detail of a certain social phenomenon they may currently experience (Sandelowski, 2000). The focus is less on the interpretations of the researcher and more on the description of the experiences of the research participants (Creswell, 2013). In the current study, the researcher described the participants' experiences and impacts of generational stereotypes in the workplace.

Research method

The research method within this article consists of a literature review, research setting, entrée and establishing research roles, sampling, data collection methods, recording of data analysis, strategies employed to ensure quality data, reporting style, and ethical considerations.

Research setting

The data for this article had been collected via an online qualitative survey. The researcher made use of online qualitative survey that was conducted on the Google Forms platform. The survey took approximately 20 to 30 minutes for participants to complete, depending on the lengths of their answers. The participants completed the survey in their own preferred setting where they felt comfortable, and the participants had a certain time period to complete the online qualitative survey.

Entrée and establishing researcher roles

The researcher had numerous roles to fulfil in this research study. These roles include planner of the study, liaison with organisations and employees, data collector, data analyst and report writer. Planning of the study required the researcher to identify two large organisations in the Gauteng Province. The researcher made contact with the HR manager of both organisations requesting willing participation from their generation X and millennial employees. Once permission was granted from the HR manager, the researcher also requested the email addresses of all generation X and millennial employees willing to participate. The email consisted of a link to the online qualitative survey that was conducted on Google Forms. The researcher was also responsible for analysing the data that were already transcribed into Excel spreadsheets. The last role the researcher had was writing the research report, which includes the findings, limitations, recommendations and conclusions.

Sampling

The participants included in this study are generation X and millennial employees from two large organisations in the Gauteng Province. The organisations identified for the study fall under the labour law and information technology (IT) solutions sector. Gauteng has the largest population in comparison to other provinces. It has a total of 25.3% of the total living population in South Africa (StatsSA, 2017) and may therefore be more likely to be representative of the larger working population. Although a small part of the baby boomer generation is also currently active in the workplace, this group will not be included in the current study, as they represent a very small proportion of the current job market (Howe & Strauss, 2000). In 2010, Meuse and Mlodzik (2010) stated that, by 2020, the workforce will comprise 45% millennials and 30% employees from

generation X. Therefore, the inclusion criteria relevant to this study include individuals currently working at one of the two organisations in Gauteng, and should be members of generation X between the age of 41 and 52 (born between 1968 and 1979) and millennials between the age of 25 and 40 (born between 1980 and 1995). According to more recent literature, the future workforce will consist of between 50 and 75% generation X and millennials (Dubina & Gensler, 2017). Participants should also feel comfortable communicating in English, for the online qualitative survey has been conducted in English.

The researcher made use of a combination of purposive and quota sampling strategies in this research study. The main purpose of quota sampling is to produce a sample that reflects a population with regard to reflective proportions of individuals in different categories (Bryman, 2016). In this research study, the quotas included were an equal number of participants from generation X and millennials ($n = 40$). On the other hand, purposive sampling (also known as judgement sampling) is the intentional choice of a set of participants due to the qualities that the participant process requires (Bernard, 2002). In the current study, the participants were recruited specifically based on their membership to the generations relevant in this study (i.e. generation X and millennials).

Table 1 presents an overview of participants who took part in the research study's characteristics. The participants included both generation X ($N=20$) and millennial ($N=20$) participants.

Characteristics of participants

Item	Category	Frequency (f)	Percentage (%)
Age	Generation X (1968-1979)	20	100
	Millennials (1980-1995)	20	100
Gender	Female	23	57
	Male	17	43
Home Language	Afrikaans	28	70
	isiXhosa	1	2.5
	Xitsonga	1	2.5
	English	8	20
	Sesotho	2	5

The research study was conducted with 20 generation X participants and 20 millennial participants from two different industries in the South African workforce. These industries included labour relations solutions and consulting, and the second sector is technological and systematic solutions for organisations. Table 1 provides the overall characteristics of the generation X and millennial participants who took part in this research study. The dominating home language between both generations was Afrikaans (70%). The researcher only had one recruitment for participants to take part within the research study. All generation X employees were between the ages of 41 and 52 (born between 1968 and 1979) and all millennial employees were between the ages of 25 and 40 (born between 1980 and 1995).

Research procedure

Before the online written qualitative surveys were conducted, informed consent was obtained from generation X and millennial participants. Due to the qualitative survey being conducted online, participants had to read through the informed consent the researcher gave and if they accept, they could go forth with the online qualitative survey. The researcher provided the participants with the background and context of the research study. The purpose of the qualitative survey was thoroughly explained to all participants and if they had any enquiries, the researcher provided them with his/her contact details. The participants were reminded that participation is entirely voluntarily. Therefore, if they wish to leave the survey and no longer take part, they may do so at any time.

Data collection method

Data were collected by means of online qualitative surveys (Bryman, 2016). Advantages associated with this type of data collection method include that it is more cost effective for the researcher to administrate, less time intensive, and somewhat more convenient, since participants can choose the time and place suitable for them to complete the survey (Bryman, 2016).

The HR manager of the participating organisations sent an email to the participants to inform them of the study. The participants who agreed to take part informed the HR manager of their willingness to participate. The HR manager then provided the email addresses of these employees to the researcher. The researcher sent an email with the link to the online qualitative survey. Informed consent was obtained from all participants, explaining the inclusion criteria, the purpose of the research, that their participation is completely voluntarily, and that they could withdraw for the study at any time they wish. The researcher also assured participants that all information will be held confidential and that the results of the data will be used for research purposes and published. The online qualitative survey took approximately 20 to 30 minutes to complete, and consisted of

two sections. The first section requested biographical information, including their generation category (i.e. generation X born between 1968 and 1979, or millennials born between 1980 and 1995), as well as their gender, home language and current occupation. The second section consisted of four questions for both generation X and millennials, namely:

Online qualitative survey questions for generation X:

1. In your own words, please explain what you think a generational stereotype is?
2. What stereotypes do you have about your own generation (generation X) in the workplace?
3. What stereotypes do you think other generations have about generation X in the workplace?
4. What stereotypes do you have about millennials in the workplace?

Online qualitative survey questions for millennials:

1. In your own words, please explain what you think a generational stereotype is?
2. What stereotypes do you have about your own generation (millennials) in the workplace?
3. What stereotypes do you think other generations may have about millennials in the workplace?
4. What stereotypes do you have about generation X in the workplace?

Recording of data

Since the online qualitative survey did not take place face-to-face, no actual recording took place. However, after the participants gave permission to the researcher, the participants completed the online qualitative survey on the Google Forms platform. The information provided by the participants has been kept safe and stored on a hard drive that was protected with a password, ensuring that all participants' identities remain confidential at all times during the research process.

Data analysis

After the online qualitative surveys were conducted and transcribed into Excel spreadsheets, the researcher began the data analysis process. The researcher made use of content analysis. Content analysis enables the researcher to capture an in-depth understanding of the meaning within the dataset. Content analysis also assists the researcher to organise and capture the data by use of narrative understanding, which highlights the similarities and differences described by participants regarding their subjective experiences (Crowe, Inder, & Porter, 2015). The steps involved in content analysis are discussed below (Elo & Kyngas, 2008).

Phase 1: Preparation

The preparation phase involves planning of research design, identifying units of analysis and representative sampling. The responses of each research questions that was asked, was thoroughly analysed. The participants' responses were considered as one construct response. However, the researcher broke the responses down to understand the central ideas identified within the responses. To ensure that the researcher understood the central ideas in the participants' responses, she read through the responses several times to become completely familiar with the content thereof.

Phase 2: Organising

This phase deals with the analytic process of coding and identifying possible categories. After the researcher became familiar with the content of the participants' responses, possible categories were identified. The responses that were similar or divergent were grouped into categories. This made it easier for the researcher to report on the results based on the categories identified.

Phase 3: Reporting

The final phase includes the preparation of reporting the findings of the present study to previous knowledge. The researcher reported the findings of the study by providing clear descripts and direct quotations from participants on their experiences, enabling the reader with a clear picture and understanding of how the participants experience generational stereotypes and how they are impacted. In order to support the validity of participants' responses, the researcher made use of previous literature studies, where similar findings were found.

The researcher chose content analysis due to the process used across multiple participants' descriptions of their experiences in order to develop a broader and in-depth understanding of the experience itself (Crowe, Inder, & Porter, 2015). In this case, it was gaining a broader understanding of how generation X and millennial participants experience generational stereotypes in the working environment.

Strategies employed to ensure quality data

One of the major challenges for the researcher was collecting good quality data for the research study (Cope, 2014). The primary criteria in a qualitative research study are trustworthiness. Trustworthiness consists of four criteria; each of these criteria has an equivalent criterion in any qualitative research study, i.e. credibility, which counters internal validity in the study; transferability, which counters external validity; and dependability, parallel reliability and confirmability that parallel objectivity within the research study (Bryman, 2016).

Establishing the *credibility* is ensuring that the researcher conducts a well-written report of all findings of the data (Bryman, 2016). The researcher ensured credibility through the support of methods of engagement and observation (Cope, 2014); the researcher probed the participants' answers by asking to provide examples or explain further from the written questions, in order to gain a clearer picture of the results of the data.

Transferability is ensured by the researcher during the research process and descriptions. After the researcher transcribed the data and read through the results, the researcher then compared similar studies, in order to see if the results are similar to the researcher's current study (Bryman, 2016). The researcher ensured transferability by providing a thorough explanation of the experiences of each generation.

Dependability ensures the reliability in qualitative research. This ensures the researcher keeps all records of the research process and information of the participants safe and confidential at all times in an accessible manner (Bryman, 2016). The researcher made use of direct quotes of participants' answers in order to support various patterns found in the audit trail.

Confirmability is a very crucial criterion set out in ensuring good quality data. Confirmability ensures objectivity in the research study. The researcher acts in good faith by not allowing personal values or behaviour included within the study, or any theoretical preferences to sway the research findings stemming from producing the research report (Bryman, 2016). A co-coder was also used to ensure that the interpretation of the study results was not biased,

Reporting

A qualitative and narrative reporting style was used to report the findings of the data gathered. The researcher made use of direct quotes to support the conclusions made from the results.

Ethical considerations

The researcher has ensured the confidentiality and private aspects of the participants throughout the whole process of the study. Due to the data collection being an online qualitative survey, the researcher guaranteed that each participant's identity remains confidential by assigning a unique code to each participant. Additionally, the data the researcher gathered was kept safe and stored on a hard drive that was protected by a password. During the data collection process, the researcher thoroughly explained what the purpose of the research study was and obtained informed consent

from all participants. Participation was explained as entirely voluntarily and no participants as compelled to take part in the study. The researcher also explained that participants could withdraw from the study as they wish. The research questions in the study are not conducted to cause any unnecessary harm to the participating participants.

Findings

The findings of this research study are based on the survey questions that were asked to participants through online qualitative survey. The questions were semi-structured to address and achieve the general objective of this research study. As seen below, a brief summary is provided of each category and related themes. The tables found below consist of four categories (initiating the four research questions asked) of both generation X and millennial participants.

Category 1: Defining stereotypes by generation X

Generation X participants were asked to describe the term generational stereotypes in their own words. All of the participants knew and were familiar with the term generational stereotype. Most of the participants' answers were similar and straightforward. The participants' responses are stated below in table format. A total of seven themes were reported in this category.

Table 2

Defining generational stereotypes

Themes	Responses
People born in the same era	<i>"Stereotypes about people who are born in specific time period".</i>
Group displaying similar behaviour based on year of birth	<i>"How a particular generational group born within specific time period is perceived to act or behave in a similar manner".</i>
Assumptions about performance based on year of birth	<i>"Grouping individuals and making assumptions based on their performance...".</i>
Assumptions about groups based on year of birth	<i>"Stereotyping and making assumptions about different generations".</i>
Shared value system based on birth year	<i>"About people born in a certain timeframe that has the same values...".</i>
Assumptions about attitudes based on birth year	<i>"Grouping individuals and making assumptions based on their ... attitude...".</i>

Table 2 presents seven major categories and direct quotations regarding generation X participants' definition of what a generational stereotype is. The themes included are:

People born in the same era: Many participants indicated that a generational stereotype is defined as people born within the same era. Participants' responses included references to people who are born in the same year of birth, as their definition of a generational stereotype.

Group displaying similar behaviour based on year of birth: A few participants defined a generational stereotype as a group of individuals displaying similar behaviour based on the year they were born. Participants elaborated by making reference to individuals who were born in the same year of birth who share the same behaviour, behavioural traits associated with a certain group or a particular generational group born within a specific time period is perceived to act or behave in a similar manner.

Assumptions about performance based on birth year: A generational stereotype was also described as making assumptions about individuals' performance due to their year of birth. It was suggested that, due to one's birth year, the assumption can be made that all individuals of a certain generational group will have similar performance.

Assumptions about groups based on birth year: Participants further indicated that a generational stereotype is defined as assumptions being made about generational groups due to their year of birth. Participants specifically made references to stereotypes about people who are born in a specific time period and making assumptions about different generations.

Shared value system based on birth year: The majority of participants indicated that a generational stereotype is individuals who share the same value system based on the year they were born.

Assumptions about attitudes based on year of birth: In the findings, a generational stereotype was defined as grouping individuals and making assumptions based on their attitude due to the year they were born.

Assumptions about attitudes based on year of birth: A generational stereotype was also described as grouping individuals and making assumptions based on their attitude due to the year they were born.

Category 2: Generation X stereotypes

Within this category, participants were asked about what stereotypes they have about their own generation (in-group stereotypes). The stereotypes reported in this category indicated both positive and negative stereotypes. A total of 23 themes were extracted from this category.

Table 3

Generational X stereotypes (in-group stereotypes)

Themes	Responses
Hardworking	<i>"We are the most hardworking employees of all in the organisation, I believe".</i>
Technologically challenged	<i>"Technology savvy we are not..."</i>
Resistant to change	<i>"We are not and sometimes not willing to adapt to change easily..."</i>
Results driven	<i>"We are a generation that is very goal driven..."</i>
Effective contributors at work	<i>"We are very traditional at times, although we can contribute to the organisation effectively as well as other generations can".</i>
Traditional	<i>"I am aware that we are very traditional and set in our ways and this irritates the younger generation".</i>
Committed	<i>"We are committed..."</i>
Learning about technology	<i>"working towards understanding its developments.... Technology".</i>
Not goal-driven	<i>"We are not goal driven..."</i>
Lack in innovation	<i>"We are not...innovative..."</i>
Hierarchical	<i>"Hierarchical..."</i>
Entitled	<i>"...Entitled".</i>
Rigid	<i>"I am aware that we are...set in our ways".</i>
Innovative when reaching goals	<i>"We are very... innovative when it comes to reaching our goals".</i>
Too old for the workplace	<i>"...too old to work..."</i>
Lack of coping with fast-paced living	<i>"...not being able to cope with the fast-paced living that is in order".</i>
Values work	<i>"We value our work..."</i>
Undervalued in the workplace	<i>"we want to contribute to the organisation and it seems like the younger generation does not want us in the workplace, does not value our opinion".</i>
Creating opportunity to learn from each other	<i>"Yes, I think the youngsters can learn a lot and our generation brings a positive energy to the workplace".</i>
Seen as the more reliable generation	<i>"...we are more reliable".</i>
Motivates the younger generation	<i>"We value hard work and try and drive the younger generation to that".</i>

Table 3 presents 23 themes and direct questions of generation X participants stating what in-group stereotypes they have about their own group. The themes included are:

Hardworking: This theme in particular was supported by the majority of participants. Participants elaborated on their response to the themes by stating that they work hard for what they want and do not expect anything less. Participants further indicated that they see themselves as the last generation that work hard to achieve the goals set out.

Technologically challenged: A few participants indicated that they see their own generation as not being technology comfortable. Participants claimed that their own generation not being technology competent.

Resistant to change: Participants further indicated that they see their own generation as having an opposing attitude towards change that may occur. It was also mentioned that generation X seems to find it difficult to adapt to change.

Effective contributors at work: Participants further indicated that they perceive their own generation as effective contributors towards the workplace and work tasks at hand. Participants explained that they are always willing to take on the tasks at hand, effectively as possible. Other participants made specific reference to the younger generation and how they can contribute to the organisation as effectively and efficiently as the younger generation might.

Traditional: The findings further indicate that participants see their own generation as conservative. Some participants mentioned that they are too traditional to familiarise themselves to the modern workforce.

Committed: Generation X also seem to perceive their own generation as a devoted generation in the workplace, towards their employer and the work tasks they have at hand.

Learning about technology: With regard to the above-mentioned theme of participants seeing their own generation as technology challenged, the findings suggest that although they experience difficulties in using technology, they are willing to learn about new technological systems.

Not goal-driven: Generation X described their own generation as not being goal oriented, suggesting that this generation seems to be lacking ambition.

Lack in innovation: Participants further indicate that their generation is not being ingenious, lacking in innovation and creativity on their part.

Results driven: Generation X indicated their generation as more striving to reach desired results. In particular, it was explained that generation X work long hours to achieve desired results.

Hierarchical: Generation X described their generation as valuing order and ranking.

Entitled: Generation X participants perceived their own generation as being 'eligible' for certain things in the workplace.

Rigid: Participants mentioned that they perceive their own generation as being uncompromising. Participants explained that they are aware of the fact that they are set in their ways and very traditional in the workplace. Due to them being traditional and rigid, this irritates the younger generation.

Innovative when reaching goals: The findings further indicate that generation X sees their generation as creative when reaching the desired goals that they have set out for their career.

Too old for the workplace: Participants further indicate that they feel too old-fashioned and traditional to be still part of the modern working environment.

Lack of coping with fast-paced lifestyle: Participants seem to consider their own generation as lacking and not being able to cope with a rapid-pace style of living as well as the millennial generation does.

Values work: Participants further mention that they appraise and value the hard work they put in.

Undervalued in the workplace: Participants believe that they are being underrated in the workplace, especially by the younger generations. Participants made specific reference to their views and opinions that are not being valued in the workplace, particularly in teamwork.

Creating opportunity to learn from one another: Participants further indicate that their generation strives to create opportunities for them and millennials to learn from one another – learning and adapting to new skills, abilities and ways of working.

Seen as the more reliable generation: Participants also indicate that they perceive their own generation as the most dependable generation in the current workforce. This can be linked to generation X being more committed and loyal to their employer and their job.

Motivates the younger generation: Participants indicate that their generation always tries to encourage the younger generation. This is seen as creating the opportunity to instil the same values of hard work. They always want to drive the younger generation to strive towards those positive values.

Category 3: Meta-stereotypes about generation X

In this survey question, the researcher asked generation X participants what stereotypes they think or believe other generations have about them in the workplace. The majority of participants reported more negative meta-stereotypes than positive stereotypes. A total of 15 themes were reported within this category.

Table 4

Meta-stereotypes about generation X

Themes	Responses
Hardworking	<i>"...Work hard to achieve goals".</i>
Technologically challenged	<i>"...The younger generation sees us as technology disadvantage".</i>
Old	<i>"That we are seen as old, not being able to adapt to change as we need to".</i>
Resistant to technology	<i>"...resistant to adapt to change associated with technology".</i>
Resistant to change	<i>"We are seen as the generations that is not tech savvy at all and sometimes, we resist to change".</i>
Independent	<i>"Independent workers and thinkers".</i>
Traditional	<i>"That Gen X is old school...".</i>
Practical	<i>"...practical...".</i>
Hierarchical	<i>"Hierarchical".</i>
Career and goal driven	<i>"We are a generation that is very goal driven...".</i>
Diligent	<i>"...very diligent when it comes to our work".</i>
Slow learners	<i>"...we are slow learners...".</i>
Not open to new experiences	<i>"...not willing to try new things".</i>
Entrepreneurial	<i>"...Entrepreneurial".</i>
Unwanted in the workplace	<i>"They see us as taking unnecessary space in the workplace".</i>

Table 4 presents 15 major themes and direct quotations with regard to the meta-stereotypes generation X participants believe there are about their own generation. The themes extracted include:

Hardworking: Generation X participants start by mentioning the first stereotype they believe other generations have about them is being thorough when it comes to work tasks in general.

Technologically challenged: Generation X participants mention that they are stereotyped as technology disputed by other generations. A few participants made specific references to their generation being seen as the generation that is not technologically competent, or as stated by another participant, that their generation is not as technology advanced as they are expect to be in today's workforce, this presents a change of competing work tasks.

Old: Generation X participants further indicate that they are stereotyped as the oldest generation in the workplace. They may be referring to the higher age category they are currently in.

Resistant to change: Participants further indicate that they are led to believe to be stereotyped as being resilient to adjustments being made in the workplace. Participants mention that sometimes they resist change that may occur or not being able to adapt to change as they need to, in order to function properly in the modern workforce.

Resistant to technology: Generation X participants believe that not only are they stereotyped as resistant to change, but also finding it challenging to adjust to new technology or changes to technology.

Independent: Generation X participants also indicate that they are being stereotyped as a self-sufficient generation, indicating that their generation is not that reliant on others for constant assistance.

Traditional: Participants also stated that they believe they are stereotyped by other generations as being established or old-fashioned, which may indicate their developmental years being very tradition based.

Practical: The findings further indicate that generation X participants believe they are stereotyped as being feasible in a workplace setting. In what sense or context, they are practical is not elaborated on in the participants' responses.

Hierarchical: Generation X participants indicated that they are being stereotyped as valuing classified rankings in terms of working and respect the communication and authority channels set in place.

Career- and goal-driven: The findings continue with generation X participants believing that they are stereotyped as determined in occupational and desired objectives to be reached.

Diligent: Generation X participants also mention that they are stereotyped as very attentive when it comes to work tasks given to them in the workplace.

Slow learners: Generation X also believe that they are stereotyped as unhurried learners, implying that, because they are at a 'high age', they struggle to adapt to new learning systems.

Not open to new experiences: Generation X participants further indicate that they are stereotyped as not being open-minded to new experiences or opportunities to learn something new.

Entrepreneurial: Generation X believe that they are stereotyped as the more risk-taking generation in the workplace. This response was also not elaborative in what sense they are entrepreneurial.

Unwanted in the workplace: Generation X participants also stated that they feel discarded by other generations in the workplace.

Category 4: Stereotypes about millennials

In this survey question, the researcher asked generation X participants what stereotypes they had or thought about millennials. Again, there were both positive and negative stereotypes; 26 themes were extracted and these themes are reported in the table below.

Table 5

Stereotypes about millennials

Themes	Responses
Lazy	<i>“They are for sure lazy; they will always find a way to do something in an easier way than rather going through the process...”</i>
Simplify work	<i>“they will always find a way to do something in an easier way than rather going through the process”</i> .
Impatient	<i>“do not seem patient want things done and results instantly”</i> .
Technologically competent	<i>“More technological advanced and active”</i> .
Entitled	<i>“Entitled...”</i> .
Not hardworking	<i>“...not hardworking as they should be”</i> .
Desires instant gratification	<i>“They like instant gratification...”</i> .
Creative	<i>“...creative...”</i> .
Know-it-all	<i>“...always think their way is the best option”</i> .
Poor interpersonal skills	<i>“...and have poor interpersonal skills”</i> .
Addicted to social media	<i>“...addicted to social media...”</i> .
Easily bored	<i>“They get bored easily...”</i> .
Desire to be challenged	<i>“constantly want to be challenged”</i> .
Opportunistic	<i>“.... always looking for the next opportunity”</i> .
Lack in respect	<i>“They do not have any respect...”</i> .
Demanding	<i>“...just demands”</i> .
Spoiled	<i>“That they are spoiled”</i> .
Unrealistic work expectations	<i>“...expect the working environment to be easy and being able to work hard”</i> .

Independent	<i>"...independent..."</i>
No value for others' opinions	<i>"...does not value our opinion"</i>
Younger generation fails to listen	<i>"Sometimes I try and share my experiences with the younger generation, especially when they find a task difficult, they don't want to listen"</i>
Values fast paced living	<i>"...values fast-paced living"</i>
Do not value the wisdom of generation X	<i>"They don't value older generations in the workplace and the wisdom that we may have"</i>
Incompetent	<i>"seem incompetent at times"</i>
Lack in learning from the younger generation	<i>"The younger generation can learn a lot from us but they choose not to do so"</i>
Values leisure time	<i>"This generation values leisure time...."</i>

Table 5 presents 24 main themes identified with direct quotations with regard to the stereotype's generation X have about the millennial generation in the workplace. The themes included are:

Lazy: Generation X participants start by mentioning that they stereotype millennials as indolent, indicating that millennials are not always willing to work hard. Generation X participants further elaborated by stating that their generation is lazy and not efficient workers as they should be.

Simplify work: The next stereotype generation X have over millennials is eager to abridge the processes of work tasks. Participants further explain that millennials do not seem patient getting things done in order to reach the best and quickest results.

Technologically competent: Generation X participants further mention that they stereotype the millennial generation as technologically experienced. This is a positive stereotype as generation X explain that millennials are more skilled in technology than their generation is.

Entitled: Generation X participants further stereotype millennials as expecting certain things to be handed to them in the workplace. Within which workplace context millennials are entitled is not explained by the participants.

Not hardworking: The findings further indicate that millennials are stereotyped as having deficient working abilities. Generation X participants explain that millennials are not as hardworking as they are and that they are a generation that expects a free pass within the working environment.

Desires instant gratification: Millennials are also stereotyped by generation X as desiring constant fulfilment by their supervisors or fellow employees when completing work tasks.

Creative: Generation X further states that they stereotype millennials as being imaginative. Participants responses were not that elaborative on the stereotype of being imaginative, as this theme speaks for itself.

Know-it-all: Generation X mention that they stereotype millennials as only relying on their own knowledge, by explaining that millennials think they know everything and consist of all desired knowledge.

Addicted to social media: As seen from above-mentioned stereotypes, millennials are seen as technology competent; they can, however, also be seen as being too dependent on social media. This sheds a negative light of being too technology competent.

Poor interpersonal skills: According to generation X, millennials are lacking in adequate interpersonal skills. Millennials are seen as lacking in skills to working together and communicating effectively in teamwork.

Easily bored: Generation X participants stereotype millennials as being easily uninterested. Within a workplace context, the participants' responses were not elaborative enough.

Desire to be challenged: The above-mentioned stereotype goes hand in hand with this one, as millennials are stereotyped as easily bored; they also wish to be tested with challenging work tasks constantly to keep the working environment and the work they do interesting.

Opportunistic: Generation X participants further stereotype millennials as seeking out possible opportunities that may enhance their self-career.

Lack in respect: Generation X stereotype millennials as lacking regard for others and their opinions in the workplace.

Demanding: Generation X participants also stereotype millennials as very persistent when it comes to demands. In terms of in what sense they are demanding, this is unclear from the participants' responses.

Spoiled: Millennials are stereotyped by generation X participants as having a sense of indulgence. This may be that millennials are seen as spoiled due to a sense of entitlement on their part.

Unrealistic work expectations: Generation X further stereotype millennials as having an unlikely sense of work expectations. Millennials may expect a free pass and have anticipation that they do not have to work hard.

Independent: Generation X participants also stereotype the millennial generation as self-determining employees within the working environment, initiating them not being that dependent on others for help.

No value for others' opinions: Generation X perceived millennials as attaching no meaningful value to others' opinions. The participant made specific references to millennials not valuing their opinion in the workplace.

Younger generation fails to listen: Generation X participants further indicate that millennials have a lack of attentive skills when it comes to them sharing their experiences and knowledge.

Values fast-paced living: Generation X participants state that millennials desire a swift-pace style of livelihood. This may due to millennials' developmental years.

Do not value wisdom of generation X: Generation X stereotype millennials as not attaching any value to the knowledge of this generation, valuing the wisdom of their generation. Generation X participants further explain that millennials disregard them as a generation in the workplace.

Incompetent: Generation X stereotype millennials as incapable at times, indicating that millennials are incapable at times to do the work tasks at hand.

Lack in learning from the younger generation: Generation X continue to mention that millennials show absence in learning from them.

Values leisure time: Generation X further indicate that millennials are stereotyped as valuing their freedom. This not necessarily a bad stereotype; however, if not controlled, millennials can become lazy, leading to unproductivity on their behalf.

Millennial categories

Category 1: Defining stereotypes by millennials

The first research question that was asked to millennial participants is what they thought, in their own words, a generational stereotype is. The majority of participants were familiar with the concept; however, there were one or two participants who confused this definition with the definition of gender stereotypes. Twelve themes were extracted from this category.

Table 6

Defining generational stereotypes

Themes	Responses
Shared values system based on birth year	<i>"The belief that people of the same age group or generation behave the same and value the same things".</i>
Assumptions about groups based on birth year	<i>"That is when something is stereotyped according to a specific generation, i.e. Millennials are not seen as Generation X generation"</i>

when it comes to figuring stuff out”.

Group displaying similar behaviour based on year of birth	<i>“To me it’s mostly behaviours, traits and habits displayed by the bigger percentage of a generation”.</i>
Similar opinions based on birth year	<i>“That all people born in the same era bound to the same way of thinking”.</i>
People born in the same era	<i>“Grouping people based on the year they were born in, their preferences, trends etc.”.</i>
Shared beliefs based on year of birth	<i>“In each generation there are specific...beliefs”</i>
Similar living standards by a generation	<i>“In each generation there are specific...Living standards”.</i>
Shared norms based on birth year	<i>“In each generation there are...social norms”.</i>
Group displaying similar habits based on year of birth	<i>“To me it’s mostly...habits displayed by the bigger percentage of a generation”.</i>
Similar traits based on birth year	<i>“ To me it’s mostly...traits displayed by the bigger percentage of a generation”.</i>
Similarities between people born in the same era	<i>“Grouping people based on the year they were born in, their preferences, trends etc.”</i>
General beliefs about groups	<i>“A general belief about a group of people that may or may not be true”.</i>

Table 6 presents 12 major themes identified and direct quotations of millennial participants regarding their definition of what a generational stereotype is. The themes that were included are:

Shared value system based on birth year: A few millennial participants define a generational stereotype as individuals who belong to a certain generational group, who tend to share or have similar value systems. Millennial participants made specific references to the value and generally accepted behaviour that each generation perceives as their group norm.

Assumptions about groups based on birth year: Many millennial participants defined a generational stereotype as assumptions being made about certain generational groups based on the year they were born. Millennial participants explained that the assumptions made about a generation are due to a stereotype being created by a specific generation.

Group displaying similar behaviour based on birth year: Millennial participants further mention that a generational stereotype is defined as a generational group displaying the same behaviour patterns or behave the same due to their year of birth. Participants further explain that it is mostly behaviour that is displayed by a bigger percentage of a generational group or it is generally accepted behaviour.

Similar opinions based on birth year: Millennial participants further indicate that a generational stereotype is defined as similar opinions being formed about a generation based on the year they were born. Participants made specific references to a preconceived idea that individuals born in the same era tend to respond the same way or have the same thought patterns.

People born in the same era: Millennials further indicate that a generational stereotype is people born in the same era.

Shared beliefs based on year of birth: Other millennial participants define a generational stereotype as a generation adapting or having certain beliefs.

Similar living standards by a generation: Millennial participants further indicate that a generational stereotype is defined as a generation sharing similar living standards that shape their early developmental years.

Shared norms based on birth year: Participants further define a generational stereotyped as a shared norm between individuals of a generational group. Participants made reference to specific social norms that each generation consists of.

Group displaying similar habits based on year of birth: Participants further mention that a generational stereotype is habits displayed by a large number of the generational group's members.

Similar traits based on year of birth: Not only does a generational group display the same habits, but also traits.

Similarities between people born in the same era: Millennial participants further indicate members of a generational group tend to share similarities in their preferences and trends.

General beliefs about groups: Millennial participants also define a generational stereotype as certain beliefs about a generation, which may or not be true. These beliefs can also be seen as stereotypes.

Category 2: Millennial stereotypes

In this category, millennials had to describe what stereotypes they have or thought about their own generational group. Both positive and negative stereotypes were reported in this category. A total of 36 themes were reported, as shown below.

Table 7

Millennial stereotypes (in-group stereotypes)

Themes	Responses
Question authority	<i>"Not afraid to question authority..."</i>
Prefer fast-paced lifestyle	<i>"Oh, that we are lazy and 'move' to fast..."</i>
Lazy	<i>"That we are lazy..."</i>
Not hardworking	<i>"That we are too used to having things and are in general not keen to put in the hard work to get where we want to be"</i>
Entitled	<i>"People in my generation tend to think they deserve certain things in life"</i>
Job hoppers	<i>"We leave companies very quick..."</i>
Technology competent	<i>"We are tech savvy"</i>
Prefer fast-paced working	<i>"...fast paced living and working..."</i>
Simplify work	<i>"...always looking for the quickest solution..."</i>
Do not appreciate small things	<i>"...do not appreciate and value the small and important things in life..."</i>
Depressed	<i>"depressive"</i>
Dependent on technology	<i>"...technology is an only tool to keep us busy..."</i>
Prioritise work over family	<i>"...Work is often more important to us than family"</i>
Believe respect should be earned	<i>"...that respect should be earned and not expected..."</i>
Willing to work hard	<i>"...we still have an appreciation for things hard earned..."</i>
Not entitled	<i>"...sense of entitlement..."</i>
Spoilt	<i>"That we are too used to having things..."</i>
Oversensitive	<i>"...oversensitive..."</i>
Lack critical thinking	<i>"Some Millennials are.... unable to think critically"</i>
Cannot spell	<i>"Can't spell..."</i>
Have poor mathematical skills	<i>"...can't do simple mathematical..."</i>
Over reliant on technology	<i>"cannot do anything without technology"</i>
Desire instant gratification	<i>"That we...want instant gratification..."</i>
Poor stress management skills	<i>"...we can't handle stress..."</i>
Ungrateful	<i>"...we are ungrateful"</i>
Desire a sense of belonging	<i>"We.... need to belong for us to ensure that we keep our job."</i>
Desire purpose	<i>"We need a purpose..."</i>

Rely on others for help	<i>"...being needy with assistance..."</i>
Adaptable	<i>"...can adapt fast"</i>
Not disciplined	<i>"Less disciplined than the generation before"</i>
Make reckless decisions	<i>"We are too reckless when it comes to decision making"</i>
Offend easily	<i>"...offended easily..."</i>
Desire recognition	<i>"...Millennials love recognition"</i>
Unconventional	<i>"We have a weird way of doing things"</i>
Disloyal	<i>"We are not very loyal..."</i>
Opportunistic	<i>"...we are looking for a better opportunity"</i>
Unconventional	<i>"We have a weird way of doing things"</i>

Table 7 presents 36 main themes identified with direct quotations by millennials participants, regarding the stereotypes they have about their own generation. The themes that were included are:

Question authority: Millennial participants start by stereotyping their own generation as not being afraid to question the authority placed above them, initiating that they question the decision being made and the impact thereof. Participants mentioned that they do not submit to authority easily

Prefer fast-paced lifestyle: Millennials favour a rapid pace and style of living and working. Participants explain that in a sense they climb the corporate ladder much faster.

Lazy: Millennials further stereotype their own generation as being idle. This was supported by the majority of millennial participants.

Not hardworking: Prior to millennials stereotyping their own generation as lazy, they also perceive their generation as lacking in hard work. Some participants made specific reference to their own generation expecting they do not have to work hard.

Entitled: Millennials also stereotype their generation as believing they are fit to expect certain things in the workplace. In what sense millennials are entitled is not fully explained in the participants' responses.

Job hoppers: Millennials perceive their own generation as lacking loyalty to their employer or organisation due to the sense of constantly looking for opportunities to better their careers and future chances.

Technology competent: Millennials are known as the generation being more skilled and knowledgeable when it comes to workplace technology, and therefore they stereotype their own generation in the same way.

Prefer-fast paced working: Millennial participants mention that their generation values a prompt style of working, which defines this generation in the workplace.

Simplify work: Millennial participants further mention that their generation chooses to make workplace process easier to reach desired results quicker.

Do not appreciate small things: Millennial participants stereotype their own generation as having absence in appreciation for small things. Participants made specific reference to their generation being perceived as not appreciating and valuing the small things in life.

Depressed: Millennials see their own generation as disheartened. In what sense they see their generation as disheartened was not elaborated on in the participants' responses.

Prioritise work over family: Millennials further indicate that their own generation does not have a healthy work-family life balance, indicating that they often choose work over family responsibilities.

Believe respect should be earned: Millennials recognise the principle that respect should be earned over time and not expected immediately. Participants stand by the principle of respect that should be earned and not expected.

Willing to work hard: Millennial participants further state that their generation is prepared to work hard to get where they want to be.

Not entitled: Some millennials perceive their generation as not having a sense of entitlement in the workplace, indicating that they are willing to work hard and do not expect certain things to be handed to them; others differ in this category, claiming that they are entitled.

Spoiled: Millennials claim that their own generation is self-centred, due to their sense of entitlement.

Oversensitive: Millennial participants also stereotype their own generation as being quick-tempered in the workplace.

Lack critical thinking: Millennials indicate that their generation lacks analytical thinking and processing. This skill is much needed when it comes to work tasks.

Cannot spell: Millennial participants stereotyped their generation as lacking in basic language skills such as spelling, which is a basic skill needed to be successful in the working environment.

Have poor mathematical skills: Millennials also stereotype their own generation as not having the basic mathematical skills.

Over-reliant on technology: Although millennials see themselves as technology competent, there is a negative side to being too technology competent and that is being too dependent on technology.

Desires instant gratification: Millennials stereotype their generation as striving for prompt and constant gratification. They want to know that their contribution is being valued and seen by the necessary authorities.

Poor stress management skills: Millennials participants further indicate that their generation does not have adequate skills to effectively manage stress.

Ungrateful: Millennials perceive their generation as unappreciative; this may be due to their spoiled nature and having a sense of entitlement in the workplace.

Desire a sense of belonging: Millennials perceive their own generation as valuing a sense of fitting into the organization's overall desired goals. They want to know and be reassured that they are contributing to those end goals.

Desire purpose: Millennials desire a sense of belonging in the workplace, as well as having a main purpose to fill in the place, in order to stay there.

Rely on others for help: Millennial participants further stereotype their own generation as being dependent on others for assistance rather than their own capabilities.

Adaptable: Millennials perceive their own generation as being more flexible when it comes to change that may occur.

Not disciplined: Millennials perceive their own generation to be lacking in self-control when it comes to completing work tasks.

Makes reckless decisions: Millennials perceive their own generation as making irresponsible decisions, without going through the thought process. Within what context they make reckless decisions is unclear, as indicated by the participants.

Offended easily: Not only do millennials see their own generation as oversensitive, but they perceive them as being easily insulted and sensitive.

Desires recognition: Millennials see their own generation as desiring instant and constant gratitude from their superior, knowing they are doing well in work tasks.

Disloyal: Millennial participants see their own generation as untrustworthy. This generation see themselves as lacking in loyalty.

Opportunistic: Millennials further stereotype their own generation as always looking for the next best opportunity that can be to their benefit.

Unconventional: Millennials claim that they have a weird and unique way of doing things, indicating that they are unique and present their own way of working and not necessarily following the traditional way of working.

Category 3: Meta-stereotypes of millennials

The researcher asked millennial participants what stereotypes they believe or think other generations hold of them in the workplace (also known as meta-stereotypes). There were more negative stereotypes reported than positive stereotypes. Many of these mentioned stereotypes are similar to those stereotypes mentioned in the second category. The themes subtracted from this category added to 25.

Table 8

Meta-stereotypes of millennials

Themes	Responses
Entitled	<i>"Some believe that there is a sense of entitlement..."</i>
Technology competent	<i>"Technology advanced..."</i>
Innovative	<i>" They have a better way of thinking out of the box..."</i>
Self-absorbed	<i>"That they are self-absorbed"</i>
Not hardworking	<i>"That Millennials are not hard working"</i>
Each millennial should be treated differently based on their unique characteristics	<i>"...emphasis should be placed on Millennial's unique characteristics..."</i>
Each millennial should be treated differently based on their personal interests	<i>"...emphasis should be placed on Millennial's...personal interest..."</i>
Each millennial should be treated differently based on their capabilities	<i>"... emphasis should be placed on Millennial's...capabilities..."</i>
Desire meaning	<i>"The search for valuably-perceived meaning in their economic activities and work-participation is of vital importance to them"</i>
Value freedom	<i>"The search for valuably...Personal freedom"</i>
Preference for mobility	<i>"...mobility outweighs career stability and remuneration"</i>
Inconsistent	<i>"They don't stay consistent..."</i>
Millennials never stick to the same thing	<i>"...never stick to the same thing..."</i>

Unappreciative	"...unappreciative...".
Prefer fast-paced lifestyle	"...fast paced living...".
Open-minded	"...open-minded...".
Oversensitive	"They are oversensitive...".
Lack perseverance	"... cannot persevere".
Set in their own ways of doing things	"...do things the way they want to".
Disloyal	"...Not committed".
Arrogant	"That they are mildly arrogant".
Stereotypes of different generations	"Millennials cannot focus...".
Lack experience	"They have no experience".
Reckless	"Reckless".

Table 8 presents 25 main themes identified with direct quotations of participants regarding the stereotypes they believe other generations have about them. The themes included are:

Entitled: Millennial participants start by mentioning that they believe other generations perceive them as thinking they are permitted to certain things in the workplace. Participants made the specific reference to their generation as having a sense of prerogative in the workplace.

Innovative: Millennials believe they are stereotyped as imaginative. Participants explain that they are perceived as having a better way of thinking outside of the box.

Self-absorbed: Millennial participants mention that they are viewed as being self-centred. Participants explain that other generations perceive them as thinking they have more knowledge and experience.

Not hardworking: Millennials further indicate that their generation is viewed as lazy and not wanting to work hard. Millennials describe that their generation does not feel obligated to work hard in the workplace.

Technology competent: Millennial participants also believe that other generations stereotype them as having more increased knowledge and skills about technology than other generations in the workplace.

Each millennial should be treated differently based on their unique characteristics: Millennials have their own unique characteristics that define this generation in the workplace. However, millennials believe that other generations treat them based on those unique characteristics, instead on their abilities.

Each millennial should be treated differently based on their personal interest: Millennials believe that they are treated differently by other generations due to their personal interests, which may be negative or positive.

Each millennial should be treated differently based on their capabilities: Millennials believe that they are treated differently by other generations based on their capabilities or stereotypes thereof. For instance, being perceived as lazy and incompetent.

Desire meaning: Millennial participants believe that other generations view them as striving for significant meaning in the workplace. Participants explain that their generation searches for valuably-perceived meaning that enables an increase in their work participation.

Values freedom: Millennials also mentioned that they believe they are being perceived by other generations as valuing their independence and their choice of freedom, indicating their preference for mobility over career stability.

Preference for mobility: Millennials further indicated that their generation prefers mobility over career stability and/or remuneration in the working environment.

Inconsistent: Millennials believe that other generations see them as having a sense of impulsiveness, due their sense of lacking in consistency in the workplace.

Millennials never stick to the same thing: Participants mention that they are stereotyped as struggling to stick to one thing, indicating their inconsistent nature.

Unappreciative: Millennials believe that other generations perceive them as having a sense of ungratefulness in the workplace.

Prefer fast-paced lifestyle: Millennials further indicate that they are stereotyped as having a preference for a swiftly-paced lifestyle due to their ongoing nature of working and living.

Open-minded: Millennial participants further state that their generation is stereotyped as being more open and adaptable to new ideas and possibilities that may bring change.

Oversensitive: Participants also believe that they are stereotyped as being too emotional and offended with certain things.

Lack perseverance: Millennials believe that other generations see them as having a lack in determination. Referring specifically to millennials not being able to be perseverant in work tasks given.

Set in their own ways of doing things: Millennial participants mentioned that they are stereotyped as being stubborn, in the sense of only doing things their way or preferring the way they do things.

Disloyal: Millennials stated that other generations see them as lacking in loyalty. Participants explained that other generations see them as not committed to their employer or organisation.

Arrogant: Millennial participants indicated that they are stereotyped as overconfident in the workplace, at times.

Stereotypes of different generations: Millennials believe that other generations have certain stereotypes about their generation. These stereotypes are often inaccurate and do not reflect the truth about a generation.

Lack experience: Millennials believe that other generations perceive them as lacking in knowledge and competence to complete work tasks.

Reckless: Millennial participants believe that other generations view them as having a thoughtless attitude and way of working in the workplace.

Category 4: Generation X stereotypes

In this category, millennial participants were asked what stereotypes they hold of generation X in the workplace. Again, both positive and negative stereotypes were reported in this category. However, negative stereotypes were the more obvious choice in this case. A total of 32 themes are reported.

Table 9

Generation X stereotypes

Themes	Responses
Traditional	<i>“That they believe they know better because they are older. That they are old school when it comes to workplace and work hours”.</i>
Systematic	<i>“They have a step-by-step way of how they'd like things done...”.</i>
Hardworking	<i>“Yes, I do as mention earlier I deem that older generations to be more hard working...”.</i>
Lack in creativity	<i>“They are not very creative”.</i>
Resistant to technological change	<i>“...not often willing to have challenges in place to learn new things and change with the technology”.</i>
Loyal	<i>“...loyal to their employer.”</i>
Resistant to change	<i>“They stick to what they know and don't adapt fast...”.</i>
Serious	<i>“Serious the majority of time...”.</i>

Forward thinkers	<i>"Where we are more forward thinking in getting the same result but using a different method".</i>
Committed to rules and procedures	<i>"...stick to rules and procedures...".</i>
Accept authority	<i>"...do not question authority...".</i>
Professional	<i>"...very professional...".</i>
Do not adapt easily to change	<i>"...don't adapt fast...".</i>
Not open to learning	<i>"...not often willing to have challenges in place to learn new things...".</i>
Motivate the younger generation	<i>"behaviour like that will in still those same values in younger generations".</i>
Believe they are more knowledgeable due to their age	<i>"That they believe they know better because they are older".</i>
Stubborn	<i>"That most of them are stubborn...".</i>
Aggressive	<i>"...aggressive...".</i>
Lack to see how they contribute to the organisation's bigger picture	<i>"...don't inherently link their input to the organisation's bigger picture".</i>
Reliable	<i>"...more reliable...".</i>
Critical thinkers	<i>"...critical thinkers...".</i>
Technologically challenged	<i>"...although not as well versed in technology".</i>
Efficient	<i>"They get things done...".</i>
Not that dependent on technology	<i>"They were raised without technological crutch".</i>
Disciplined	<i>"...disciplined...".</i>
Good problem-solving skills	<i>"...great problem solvers".</i>
Prefer comfort zone	<i>"...seem to be more in a comfort zone they do not easily want to leave".</i>
Focused	<i>"...very focused".</i>
Not efficient	<i>"...not smart working".</i>
Committed	<i>"...committed...".</i>
Resilient	<i>"...resilient...".</i>
Slow	<i>"Slow...".</i>
Not open to learning	<i>"Not often willing to have challenges in place to learn new things...".</i>

Table 9 presents 32 main themes identified from direct quotations of what stereotypes millennials have over generation X in a workplace setting. The themes included are:

Traditional: Millennial participants start by stereotyping generation X as outdated. One participant made specific reference to generation X being old school when it comes to the workplace and workplace hours. Participants further indicated that generation X are very rigid in the workplace.

Systematic: Millennials also stereotype generation X as being very organised when it comes to completing work tasks. They are systematic in the sense that it refers to generation X having a specific manner in how they do things or complete work tasks.

Hardworking: Many millennial participants indicate that they stereotype generation X as the more diligent generation in the workplace. Participants made specific reference to their generation being the hardworking generation.

Lacks in creativity: Millennial participants further state that they stereotype the generation X generation as not being very creative or imaginative. Participants made specific reference to generation X not being very creative, which indicates a lack of innovation.

Resistant to technological change: Millennials stereotype generation X as portraying a sense of resilience towards technological change. Participants made reference to the older generation showing more signs of reluctance towards any technological advancements or developments that may take place.

Loyal: Millennial participants also stereotype generation X as being more dependable to their employer and organisation. Participants explain that generation X is a generation that shows their loyalty in the workplace, to their employer and organisation.

Resistant to change: Generation X is stereotyped by millennials as unwilling to adapt to change that may occur, thereby questioning their adaptability to any kind of change that may occur, indicating their traditional approach to work.

Serious: Millennial participants mention that they stereotype generation X as being more focused in the workplace.

Committed to rules and procedures: Generation X seem to be more compliant to rules and procedures set out by authority than millennials would be.

Accept authority: Generation X is also stereotyped as not questioning the authority placed above them or the decisions they make.

Professional: Millennials stereotype generation X as maintaining an image of skilled and knowledgeable employees in the working environment.

Do not adapt easily to technological change: This stereotype is a mixture of generation X being technologically challenged and resistant to change. Millennial participants stated that generation X does not have the ability to adapt technology changes.

Not open to learning: Millennials further stereotype generation X as not willing to comply with new ways of working and learning, consequently showing their resilient nature and being set in their ways.

Motivate the younger generation: Generation X is also stereotyped as striving to inspire the younger generation more and having positive impact on them – striving to instil the same positive values that generation X believe in, into the millennial generation.

Believe they are more knowledgeable due to their age: Millennials mention that they stereotype generation X as believing they know better and are better educated due to their older age, consisting of more experience that may at times be seen as arrogance.

Stubborn: Generation X is stereotyped as persistent in their own ways. This may reflect this generation's outdated ways and resilience to change.

Aggressive: This stereotype is not explained in terms of what aspects generation X seem to be forceful in the workplace. This theme was supported by only one participant.

Lack to see how they contribute to the organisation's bigger picture: Millennials stereotype generation X as not being able to see how their contribution fits and contributes to the organisation as a whole.

Reliable: Millennials also see generation X as the more steadfast employees within the workplace.

Critical thinkers: Generation X are also stereotyped as possessing the analytical skills to complete work tasks.

Technologically challenged: Millennial participants further mention that they stereotype generation X as not very skilful and experienced when it comes to facing technology.

Efficient: Generation X are not only stereotyped as being able to work hard and be more dependable, but they are also seen as competent employees.

Disciplined: Millennials perceive generation X as more systematic in work the workplace than they are.

Good problem-solving skills: Generation X have a better skillset of solving problems and finding solutions more effectively and efficiently.

Prefers comfort zone: Millennials also stereotype generation X as having a preference for staying in their comfort zone, showing their resilience to change and new ways of learning.

Focused: Millennials stereotype generation X as being more attentive to work tasks and in the workplace in general.

Not efficient: This is a contrasting finding, due to another participant stating that they are competent and this participant disagreeing saying they are not competent. This stereotype was supported by only one participant.

Committed: Generation X is stereotyped as dedicated, which may be due to their unquestionable loyalty to their employer, organisation and work.

Resilient: Generation X is perceived as more resistant than millennials perceive themselves to be.

Slow: Millennials stereotype generation X as being time-consuming with regard to learning and adapting to change that may occur.

DISCUSSION

The *first objective* of this research study was to conceptualise generational stereotypes according to literature. The purpose of this objective was to determine whether generation X and millennial employees understood the concept and meaning of generational stereotypes and what their definition of it may be. Taking a closer look at the two concepts that make up the term generational stereotype, they are generations and stereotypes. According to literature, a generation consists of individuals of similar age, living in similar locations, experiencing similar social, historical and life events (Rayani, 2015). Stereotypes are the tendency to group individuals together based on standardised attributes and characteristics that apply to all members of that group (Peng, 2010). Literature defines generational stereotypes as the practice and thought process by an individual to characterise, target and judge the attributes, values and beliefs of individuals belonging to a generational group (Burgess, 2017). Another definition according to literature is by Shani and Lau (2008), which defines a generational stereotype as the belief that differences in traits and abilities between generational groups tend to make one of those groups less suited to different roles in the workplace and ultimately displaying different behaviour patterns towards work.

Generation X participants had various responses regarding the first interview question, where the researcher asked them to define a generational stereotype according to their own knowledge and understanding. To the observation and knowledge of the researcher, all generation X participants were familiar with the concept and meaning of the term generational stereotype. There was,

however, one particular response that was leaning more towards the definition of a generation, rather than a generational stereotype. Many generation X participants defined a generational stereotype as “people born in the same era”. This response is more in line with that of a definition by Johnson and Johnson (2010) that defines a generation as a group of individuals who are born and living contemporaneously and who share common knowledge and experiences that impacts their thought patterns, attitudes, values, beliefs and behaviours.

Millennial participants had the same first interview question regarding their own definition of what a generational stereotype is. As the research analysed the participants’ responses, the observation was made that only one participant had mistaken the definition of a generational stereotype with that of a gender stereotype. The participant had the following response “I think it’s time to move on as women and men can do the same type of work”. The response is more in line with the definition of gender stereotypes. Generational stereotypes refer to the thought process of an individual, that characterises, targets and judges the attributes, values and beliefs of an individual belonging to a certain generational group (Burgess, 2017).

Generation X stereotypes (In-group stereotypes)

Generation X participants were asked what stereotypes they have about their own generation. These stereotypes are known as in-group stereotypes. The term in-group stereotypes that is mentioned here can be linked to the social identity theory (Tajfel & Turner, 1986). According to this theory, individuals tend to classify or identify themselves and others into groups through the use of personal dimensions. These dimensions include demographic categories such as gender, race, national origin or age. These categories are important because they are used to draw distinctions between in-group and out-group members, respectively. The in-group stereotypes about generation X are both positive and negative stereotypes. The positive stereotypes included generation X seeing their own generation as hardworking.

The same finding is found by Codrington (2008), stating that generation X is a hardworking generation. Interestingly enough, a research study conducted by Whitley, Johnson, Bosman, and Lammlein (2005) found that older workers are perceived as less motivated and having lower ability to perform tasks as effectively and efficiently as the younger generation might. The positive in-group stereotypes continue with generation X perceiving their own generation as valuing hard work, being results driven, being effective contributors to the organisation, as well as being the more reliable and committed type of employee in the workplace,

There were also negative in-group stereotypes reported in this research study. The researcher made the observation that there were more negative stereotypes mentioned by the participants than positive in-group stereotypes. Generation X participants indicate that they perceive their own generation as technologically challenged or disadvantaged. This finding is in line with that found by Moloto, Brink, and Nel (2014), who state that generation X is not technologically advanced or competent, and this may be due to their developmental years with minimal exposure to technology. A few participants also mention that their generation is resistant to change, making specific reference to being inflexible when change occurs. A research study conducted by Cuddy and Fiske (2002) reported from their findings that the older generation tends to show signs of decrease in adaptability, less flexibility and more resistance to change that may occur. Generation X also mention that their generation is quite tradition based, indicating that their resistance to adapt to change may be due to their conventional work approach. There were also some contradicting findings reported from the present study. As some participants indicated that they perceive their own generation as innovative and results-driven, other participants mention that their generation has a lack of innovation and does not seem to be results driven. The validity of these contrasting in-group stereotypes would depend on the individual him-/herself and their own personal view (Brink, 2015).

Meta-stereotypes about generation X

Generation X participants were asked what stereotypes they think other generations think or have about them. Taking a closer look at the definition of meta-stereotypes according to literature, meta-stereotypes refer to expectations that individuals have of what other generations may think of them (Finklestein, Ryan, & King, 2012); in other words, the stereotypes they believe and expect other generations to have about them. This is a personal concept that evolved from the tendency to be concerned about what other generations think of the individual or his/her generation (Finkletsien et al., 2012). Like stereotypes, meta-stereotypes can either be positive or negative. In this particular case, there are more negative stereotypes than positive stereotypes. It is interesting to note that most meta-stereotypes (positive and negative) mentioned here are similar to those reported in the previous category (in-group stereotypes).

Participants start by mentioning positive meta-stereotypes they believe other generations have about them, perceiving them as hardworking, diligent when it comes to work tasks, career and goal driven, perceived as independent workers, practical, hierarchical and entrepreneurial. Prior to the positive meta-stereotypes reported, negative meta-stereotypes were more dominating in this particular category. Generation X participants indicate that they believe other generations perceive

their generation as technologically challenged, being slow learners, and not being open enough to new experiences. This finding is in line with the research findings of Hanrahan, Huntoon, Lindeman and Finkelstein (2017), stating an example of a negative meta-stereotype. The older generation would believe that the younger generation perceives them as not being open to new experiences. Generation X also feels unwanted in the workplace, feeling that they are overpowered by the younger generation.

The *second objective* of this study was to determine what stereotypes generation X have of millennials in the workplace. The main purpose of this objective was to fully grasp the stereotypes that generation X employees have of millennial employees within the working environment. After the researcher did a thorough analysis of the stereotype's generation X have of millennials, it became clear that there were more negative stereotypes reported than positive stereotypes. As to be expected by the social identity theory, there are individuals who belong to an in-group and individuals belonging to an out-group. Members of the in-group seek to find negative aspects and characteristics about members of the out-group, just to enhance their self-esteem and self-image (Tjafel, 1979; McLeod, 2008). In this case, generation X employees see themselves as the in-group and millennials as the out-group.

The positive in-group stereotypes that millennials have about their own generation are being the technologically advanced generation in the current workforce. This is may be due to their developmental years, growing up with early exposure to technology. Literature indicates that generation X is not as technologically advanced or comfortable with technology as millennials are (Moloto, Brink, & Nel, 2014; Weeks, Weeeks, & Long, 2017).

Generation X participants stereotype millennials in accordance with the following: perceived as lazy, entitled, lacking in hard work, desiring instant gratification, know-it-all, overconfident, addicted to social media, poor interpersonal skills, not hardworking, easily bored, desire to be challenged, opportunistic, lack in respect, demanding, spoiled, unrealistic work expectations, no value for others, younger generation fails to listen, value fast-paced living, do not value generation X at work, incompetent and lack in learning from the younger generation. There are several literature sources that corroborate the findings of the research study.

As millennials are stereotyped as lazy, a research study conducted by Weeks, Weeks, and Long (2017) found that generation X believe millennials are entitled and do not work as hard as other generations. However, the millennial generation defends their generation against this stereotype by

mentioning although they do not work as many hours, they work quicker than the older generation would. If millennials are lazy, they tend to be not hardworking and not valuing hard work. In a research study conducted by According to literature, millennials have a sense of entitlement, in which they expect rapid advancement that will lead to a better job opportunity or promotion (Raymer, Reed, Spiegel, & Purvanova, 2017).

The findings continue with millennials stereotyped as desiring instant and constant gratification. The same finding is reported in a research study by Hays, Parks, McNeilly, and Johnson (2018), stating that 42% of millennial participants (n=169) desire constant feedback and positive reinforcements. They are also known as know-it-all, stating that due to their young age, they are inexperienced and have a lack in knowledge. According to Bell (2018), millennials are stereotyped as inexperienced.

Millennial stereotypes (in-group stereotypes)

In this category, the researcher asked millennial participants what stereotypes to they have about their own generation. As previously mentioned, these stereotypes are known as in-group stereotypes. The social identity theory deals with in- and out-groups. Social identity entails a judgement of the value and significance of membership of a group. This is enabled through social comparison, which is the evaluation of the individualism of the in-group compared to the out-group. Social comparison is usually biased in nature, due to the emphasis being placed on the positive characteristics of the in-group and focusing on the negative characteristics of the out-group (Tajfel & Turner, 1979). The same principle is applicable here; millennials (in-group) think certain stereotypes about their own group and one would expect those stereotypes to only be positive. However, interestingly enough, there are more negative stereotypes reported than positive stereotypes. According to Berg (2011), there is a complex process that occurs when it comes to in-grouping and out-grouping. Members of an in-group do not only favour their own group, but they are prone to emphasise the differences between their members and those of the group. This creates a conflict situation due to generational differences between groups that are being highlighted.

Millennial participants stated the following positive in-group stereotypes that they have about their own generation. Millennials see their own generation as technologically advanced; millennials prefer having a fast-paced lifestyle, and this generations believes in the principle that respect should be earned and expected. Millennials strive for and desire a sense of belonging, a purpose in the organisation feeling that their contribution is valued in the organisation. Millennials further responded with the belief that their generation is much more flexible and adaptable to change.

Millennials further state that their generations grab every possible opportunity for better job opportunities. Additionally, millennials mention that they perceive their own generation as non-appreciative about small things and tend to lack in work-family balance. The findings further indicates that millennials see their generation as depressed; this was quite a vague theme pertaining to what the participants meant. Millennials are also spoilt, oversensitive, they lack in critical thinking, as well as lacking basic language and mathematical skills.

Even though millennials see and know that their generation is technologically competent, there is still a negative side to this theme, stating that they can be over-reliant on technology, wanting to do everything with the assistance of technology, lacking in discipline, making reckless decisions. Millennials are also offended easily and desire recognition constantly. Millennials also see their own generation as disloyal. The stereotype reported in this research study of millennials being job-hoppers is supported by Hays, Parks, McNeilly, and Johnson (2018), reporting that 32% (n=128) of generation X participants agreed with one another that millennials are more loyal to their own personal goals over the goals of the organisation.

Meta-stereotypes of millennials

In this particular category, participants were asked what stereotypes they think other generations may have or think of them. Prior to the previous mentioned definition of meta-stereotypes, for traits or characteristic to be seen as a meta-stereotype, the perception must be shared by the majority of the in-group (Finchilescu, 2005). According to Owuamalam and Zagefka (2011), most meta-stereotypes are negative. According to the social identity theory, when individuals identify themselves with the group that is perceived or looked at in a negative way, they are more affected by the negative stereotypes (Klein & Azzi, 2011). As previously mentioned, there were both positive and negative stereotypes reported.

The researcher reported both positive and negative stereotypes in accordance with millennials' responses. Millennial participants state that they perceive their own generation as innovative, and technologically advanced. With regard to millennials being technologically advanced, the generation claims that technology has been integrated into their lives from a young age. This indicates that they have a special differentiation with previous generations (Trapero, Castano, Parra, & Garcia, 2017). Millennials desire meaning in the organisation and value freedom. Millennials also believe other generations see them as open-minded and preferring a fast-paced lifestyle.

Participants further indicate that their generation is perceived to be self-absorbed, stereotyped as lazy, hardworking and entitled. According to Raymer, Reed, Spiegel, and Purvanova (2017), millennials expect a rapid advancement or any experience that will to a better job. Millennials also believe that they are stereotyped as being inconsistent and never sticking to the same thing. The findings further indicate that millennials are set in their ways, oversensitive, disloyal, arrogant and reckless. The last themes reported are neither positive nor negative meta-stereotypes, but rather millennials' preferences in the workplace or how they want to be treated. Millennials should be treated differently based on their unique characteristics, their personal interests, their capabilities, and desire for meaning.

The *third objective* of this research study was to determine what stereotypes millennials have of generation X in the workplace. The purpose of this objective was to establish what stereotypes the millennial generation hold about generation X within a workplace setting. The findings of this research study reveal positive and negative stereotypes about generation X. Millennials start by stereotyping generation X as traditional, systematic, hardworking, lacking innovation, resistant to technological change, loyal, resistant to change, serious, forward thinkers, committed to rules and procedures, accepting authority, professional, do not adapt easily to change, motivate the younger generation, believe they are more knowledgeable due to their age, stubborn, aggressive, lack to see how they contribute to the organisation's bigger picture, reliable, critical thinkers, technologically challenged, efficient, not that dependent on technology, disciplined, good problem-solving skills, prefer comfort zone, focused, not efficient, committed, resilient and slow.

Various literature sources corroborate the findings of this research study. Millennials stereotype generation X to be more reliable employees and critical thinkers. Similar findings were found by Borman and Leimlein (2006), stating that generation X employees are more dependable and stable. Generation X is also stereotyped as not adapting easily to change. However, a contrasting finding is found by Hays, Parks, McNeilly, and Johnson (2018), indicating that 27% (n=90) of their participating participants stated that generation X are comfortable with any change that may occur. This is seldom found in literature. Generation X believe, due to their age, that they are more knowledgeable than the younger generation may be. Generation X is also perceived as being resistant to technological change. This finding may not be true. According to literature, generation X may be less likely to learn new technology and its developments, but they are not resistant to it (Weeks, Weeks, & Long, 2017).

Practical implications

The present study revealed generations being more aware of stereotypes against themselves or their generation. Both generation X and millennials took acknowledgements of the stereotypes they have about their own generation, as well as what stereotype they hold over their posing generation (millennials). Furthermore, although generational stereotypes tend to have more of a negative nature, the study has enabled generation X and millennials to recognise the positive stereotypes they have about their own generation, as well as their opposite generation.

Limitations

The main purpose of this research study was to explore the stereotypes of generation X and millennials in South African organisations. The first limitation reported was the sample size. The second limitation was that the researcher only included two industries within the South African workforce. However, if the researcher could have had a larger sample size that included more working industries in the workforce, it would enable more data to be gathered. The third limitation reported was the choice of data collection method. Due to the data collection being online, the researcher could not have probed participants, as well as asking more in-depth questions as to why they hold these stereotypes over each other. The last limitation the researcher had, was not including all generations in the current workforce.

Recommendations

The recommendations made is based on the above-mentioned limitations. With regards to the first and second limitation, the researcher recommends having a larger sample size that would include more than two industries in the South African workforce. In terms of the third limitation, future research should choose another data collection method such as, face-to-face interviews or Google Teams, or Zoom. This would ensure that there is enough 'space' for probing and to ask questions of why generations hold these certain stereotypes over one another. The last recommendation for future research is to include all current generations in the workplace. A new working era have taken ground, thereof it would be good for future studies to include generation X, millennials and generation Z. This would be interesting to see what stereotypes this new generation might have.

Conclusion

As seen from the above, there are clear differences in stereotypes that generation X have over millennials and millennials over generation X. These stereotypes clearly emphasise the differences between these two groups and this may create a conflicting situation, where generations only see generational differences and negative stereotypes between their group's and their own.

In the first category, the majority of generation X and millennial participants made various assumptions about how they define a generational stereotype. It is important to note that these assumptions made about members of a generation's attitude, value system and behaviour are not applicable to all members of that generational group. Consequently, generational stereotypes are formed through the lens of assumptions about generations' members and the generational differences between in- and out-groups. The in-groups that were reported by both generation X and millennials clearly indicate the distinct differences between these two generations. For example, generation X perceives their generation as hardworking and millennials see their generation as lazy and not hardworking; whereas millennials see their generation as innovative and generation X see their generation as not innovative. Furthermore, the assumption cannot be made that every stereotype is relevant to every member of generation X or millennials. In comparison, the meta-stereotypes about generation X and millennials are very similar to the in-group stereotypes reported by participants.

Negative in-group stereotypes and negative stereotypes about another generation had the overhand in this research study. It just goes to show that generation X and millennials are led to believe the stereotypes that are carried by society over the past decade, misleading their own perceptions and abilities to look past negative stereotypes about generational differences and characteristics of another generation. The main aim of this research study was for the researcher to explore whether generational differences do exist among generation X and millennials, and to determine what these generational stereotypes that they hold over each other in the working environment are.

References

- Acar, A. B. (2014). Do intrinsic and extrinsic motivations factors differ for Generation X and Generation Y. *International Journal of Business and Social Sciences*, 5(5), 12-14.
- Allport, G. W. (1954). The nature of prejudice. *Industrial and Organizational Psychology*, 8(3), 325-327.
- Al Ramiah, A., & Hewstone, M. (2013). Intergroup contact as a tool for reducing, resolving and preventing intergroup conflict: Evidence, limitations, and potential. *American Psychologist*, 68(7), 578-579.
- Avolio, B. J., & Barrett, G. W. (1987). Effects of age stereotyping in a simulated interview. *Psychology and Aging*, 2, 57-59. [https://doi: 10.1037/0882-7974.2.1.56](https://doi:10.1037/0882-7974.2.1.56)
- Ashkanasy, N. M., Wilderom, C. P. M., & Peterson, M. F. (2011). *Handbook of Organizational Culture and Climate*.
- Bal, A. C., Rudolph, C. W., E. B., & Baltes, B. B (2011). Examining positive and negative perceptions of older workers: a meta-analysis. *The Journal of Gerontology Series B: Psychological Sciences and Social Sciences*, 66(6), 687- 689.
- Becton, J. B., Walker, H. J., & Jones-Farmer, A. (2014). Generational differences in workplace behaviour. *Journal of Applied Social Psychology*, 44(3), 175-189.
- Beukeboom, C. J., & Burgers, C. (2019). How stereotypes ate showed through language: A review and introduction of the social categories and stereotypes communication (SCSC) framework. *Review of Communication Research*, 7, 3.
- Bernard, H. R. (2002). *Research methods in anthropology: Qualitative and quantitative methods*. (3rd ed.). AltaMira Press, Walnut Creek, California.
- Bertolino, M., Truxillo, D. M., & Fraccaroli, F. (2013). Age effects on perceived personality and job performance. *Journal of Managerial Psychology*, 28(8), 867-885.
<https://doi:10.1108/JMP-07-2013-0222>
- Bergh, Z. (2011). *Sensory and perceptual processes in work behaviour*. In Z. Bergh (Ed.), *Introduction to work psychology* (pp. 115-116). Cape Town, South Africa: Oxford University Press.
- Beulens, M., Sinding, K., Waldstrøm, Kreitner, R., & Kinicki, A. (2011). *Organisational behaviour*. (pp 388-389). McGraw-Hill Higher Education.

- Beutell, N. J. & Wittig-Berman, U. (2008). Work-family conflict and work-family synergy for generation X, baby boomers, and matures: generational differences, predictors, and satisfaction outcomes. *Journal of Managerial Psychology*, 23(5), 510-515.
- Bielby, W. T. (2000). Minimizing workplace gender and racial bias. *Contemporary Sociology*, 29(1), 120-122.
- Bosson, J. K., Haymovitz, E. L., & Pinel, E. C. (2004). When saying and doing diverge: The effects of stereotype threat on self-reported versus non-verbal anxiety. *Journal of Experimental Social Psychology*, 40(2), 247-255. [https:// doi:10.1016/S0022-1031\(03\)00099-4](https://doi.org/10.1016/S0022-1031(03)00099-4)
- Bova, B., & Kroth, M. (2001). Workplace learning and Generation X. *Journal of Workplace Learning*, 13(2), 57-58.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 86-93. [https://doi: 10.1191/1478088706pq063oa](https://doi.org/10.1191/1478088706pq063oa)
- Burgess, P. (2017). *Generational stereotyping, stereotype threat, work engagement and communication conflict in the workplace: A correlation study* (Unpublished Doctor's dissertation). Northcentral University. School of Business & Technology Management.
- Blum, L. (2004). Stereotypes and stereotyping: A moral analysis. *Philosophical Papers*, 33(3), 251-289.
- Butler, R. N. (1963). The life review: an interpretation of reminiscence in the aged. *Psychiatry*, 26, 65-76. <https://doi.org/10.1080/00332747.1963.11023339>
- Bryman, A. (2016). *Social research methods: International edition* (pp. 177-460). United Kingdom, UK: Oxford University Press.
- Calori, R., & Sarnin, P. (1991). Corporate culture and economic performance: A French study. *Organizational Studies*, 12(1), 49-50.
- Campbell, W. K., Campbell, S. M., Siedor, L. E., & Twenge, J. M. (2015). Generational differences are real and useful. *Industrial and Organizational Psychology*, 8(3), 324-328.
- Cennamo, L., & Gardner, D. (2008). Generational differences in work values, outcomes and person-organisation value fit. *Journal of Managerial Psychology*, 23(8), 194.
- Chiu, W. C. K., Chan, A. W., Snape, E., & Redman, T. (2001). Age stereotypes and discriminatory attitudes towards older workers: An East-West comparison. *Human Relations*, 54(5), 630-632. [https://doi:10.1177/0018726701545004](https://doi.org/10.1177/0018726701545004)

- Chou, S. Y. (2012). Millennials in the workplace: a conceptual analysis of millennials leadership and followership styles. *Journal of Human Resource Studies*, 2(2), 72-73. [https://doi:10.5296/ijhrs.v2i2.1568](https://doi.org/10.5296/ijhrs.v2i2.1568)
- Chung, S. K. (2007). Media literacy art education: Deconstructing lesbian and gay stereotypes in the media. *International Journal of Art & Design Education*, 26(1), 98-100. [https://doi:10.1111/j.1476-8070.2007.00514](https://doi.org/10.1111/j.1476-8070.2007.00514)
- Clark, K. R. (2017). Managing multiple generations in the workplace. *Radiologic Technology*, 88(4), 381-382.
- Constaza, D. P., & Finkelstein, L. M. (2015). Generational based differences in the workplace: Was there a there? *Industrial & Organisational Psychology*, 8(3), 308-310. [https://doi:10.1017/iop.2015.15](https://doi.org/10.1017/iop.2015.15)
- Costanza, D. P., Badger, J. M., Fraser, R. L., Severt, J. B., & Gade, P. A (2012). Generational differences in work-related attitudes: A meta-analysis. *Journal of Business Psychology*, 27, 377-379.
- Cope, D. G. (2014). Methods and meanings: Credibility and trustworthiness. *Oncology Nursing Forum*, 41(1), 98-90.
- Cresswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed method research*. (2nd ed.). Sage. Thousand Oaks, CA, 201.
- Crumpacker, M., D.B.A., Crumpacker, J. M. (2007). Succession planning and generational stereotypes: Should HR consider age-based values and attitudes a relevant factor or passing fad? *Public Personnel Management*, 36(4), 356.
- Cunningham, S. J., & Macrea, C. N. (2011). The colour of gender stereotyping. *The British Psychological Society*. 102, 599. [https://doi: 10.1111/j.2044-8295.2011.02023](https://doi.org/10.1111/j.2044-8295.2011.02023)
- Denison, D. R., & Mishra, A. K. (1995). Toward a theory of organizational culture and effectiveness. *Organization Science*, 6 (2), 205.
- Deutsch, R., & Fazio, R. H. (2008). What a subtyping shapes perception: Predictable exceptions to the rule reduce attention to stereotype-associated dimensions. *Journal of Experimental Social Psychology*, 44, 1020-1022.
- Dordoni, P., & Argentero, P. (2015). When age stereotypes are employment barriers: a conceptual and literature review on older workers stereotypes. *Ageing International*, 397-398. [https://doi:10.1007/s12126-015-9222-6](https://doi.org/10.1007/s12126-015-9222-6)

- Dovidio, J. F., Gaertner, S. L., & Kawakami, K. (2003). Intergroup contact: The past, present, and future. *Group Process and Intergroup Relations*, 6(1), 5-21.
- Dovidio, J. F., Hewstone, M., Glick, P., & Esses, V. M. (2010). *Stereotyping and Discrimination*. The SAGE Handbook of Prejudice, SAGE.
- Du, Y. (2011). Communication disconnects: *Generational stereotypes between Generation X/Y and Baby Boomers in America and Chinese Organisational Communication* (Unpublished master's dissertation). Liberty University. School of communication.
- Eastland, R., & Clark K. R. (2015). Managing generational differences in radiology. *Radiology Management*, 37(3), 52-56.
- Falkenberg, L. (1990). Improving the accuracy of stereotypes within the workplace. *Journal of Management*, 16(1), 107-118. <http://dx.doi.org/10.1177/014920639001600108>
- Fasbender, U. (2016). *Stereotype, prejudice and discrimination toward older workers: A wind of change?* In R. J. Burke, C. Cooper, & A.-S. Antoniou (Eds.), *The aging workforce: Individual, organizational and societal challenges* (pp. 159–184). London, UK: Emerald.
- Fasbender, U., & Deller, J. (2017). *Career management over the life-span*. In J. McCarthy & E. Parry (Eds.), *The Palgrave handbook of age diversity and work* (pp. 705-736). London, UK: Palgrave-MacMillan.
- Finkelstein, L. M., M. J., & Raju, N. S. (1995). Age discrimination in stimulated employment contexts: an integrative analysis. *Journal of Applied Psychology*, 80, 652-654.
- Finkelstein, L. M., Ryan, K. M., & King, E. B. (2012). What do the young (old) people think of me? Content and accuracy of age-based meta-stereotypes. *European Journal of Work and Organisational Psychology*, 22, 635-638.
- Fiske, S. T., & Neuberg, S. (1990). A continuum of impression formation, from category-based to individuation processes: Influences of information and motivation on attention and interpretation. *Advances in Experimental Social Psychology*, 23, 20-23.
- Fiske, S. T., & Taylor, S. E. (1991). *Social cognition* (2nd ed.). New York, NY: McGraw-Hill.
- Frost, N. (2011). *Qualitative research methods in psychology*. Combining core approaches. London, England: Open University Press.
- Foster, K. (2013). Generation and discourse in working life stories. *The British Journal of Sociology*, 64, 195-215. <https://doi.org/10.1111/1468-4446.1201>

- Gentile, B., Campbell, W. K., & Twenge, J. M. (2013). *Generational cultures*. In A. B. Cohen (Ed.), *Culture re-examined: Broadening our understanding of social and evolutionary influences* (pp. 31-48). Washington, DC: American Psychological Association.
- Geeraerts, K., Vanhoof, J., & Van Den Bossche, P. (2019). Flemish teachers' age-related stereotypes. Investigating generational differences. *Journal of International Relationships*, 3-4. <https://doi.org/10.1080/15350770.2019.170160>
- Gibson, J. W., Greenwood, R. A., & Murphy, E. F, Jr. (2010). Generational differences in the workplace: Personal values, behaviours, and popular beliefs. *Journal of Diversity Management*, 4(3), 1-7.
- Gordon, G. G., & DiTomaso, N. (1992) Predicting corporate performance from organizational culture. *Journal of Management Studies*, 29(6), 785.
- Gaggioli, A., Morganti, L., Bonfiglio, S., Scaratti, C., Cipresso, P., Serino, S., & Riva, G. (2014). Intergenerational group reminiscence: A potentially effective intervention to enhance elderly psychosocial wellbeing and to improve children's perception of aging. *Educational Gerontology*, 40, 486-498. <https://doi.org/10.1080/03601277.2013.844042>
- Griffen, R. W., & Moorhead, G. (2014). *Organisational behaviour: Managing people and organisations*. In S. Person (Ed.), *the changing environment in organisation* (pp. 38-39).
- Hanvongse, A., Casoinic, D. A., & Perry, E. L. (2011). Making a case for the existence of generational stereotypes: a literature reviews and exploratory study, 417-419.
- Hart, K. A. (2006). Generations in the workplace: finding common ground. *MLO: Medical Laboratory Observer*, 38(10), 26-27.
- Hays, S. (1999). *Generation X and the art of the reward*. *Workforce*, 78(11), 45-47.
- Hedge, J. W., Borman, W. C., & Lammlein, S. E. (2006). The aging workforce: Realities, myths, and implications for organizations. *American Psychological Association*.
- Henkens, K. (2005). Stereotyping older workers and retirement: The managers' point of view. *Canadian Journal on Aging*, 24(4), 353-366. <https://doi:10.1353/cja.2006.001>
- Hendricks, J. M., & Cope, V. C. (2013). Generational diversity: what nurse managers need to know. *Journal Advanced Nursing*, 69(3), 717-725. <https://doi.org/10.1111/j.1365-2648.2012.06079>
- Hilton, J. L., & von Hippel, W. (1990). The role of consistency in the judgment of stereotype relevant behaviours. *Personality and Social Psychology Bulletin*, 16(3), 431.
- Howe, N., & Strauss, W. (2000). Millennials rising: The next great generation.

- Janssen, S., & Backes-Gellner, U. (2011). *Occupational stereotypes, gender segregation and job satisfaction*. Paper presented at EALE, Cypress, Greece.
- Jetten, J., Haslam, C., & Haslam, S. A. (2012). *The social cure: Identity, health and well-being*. New York, NY: Psychology Press.
- Jonck, P., Van der Walt, F., & Sobayeni, N. C. (2017). A generational perspective on work values in a South African sample. *SA Journal of Industrial Psychology*, 43, 393.
<https://doi.org/10.4102/sajip.v43.1393>
- Johnson, M., & Johnson, L. (2019). *Generations Inc.: From boomers to linkers. Managing the friction between generations at work*. Amacom.
- Joyce, N., & Hardwood, J. (2012). Improving intergroup attitude through televisive vicarious intergroup contacts: Social cognitive processing of intergroup and outgroup information.
- Joshi, A., Dencker, J. C., & Franz, G. (2011). Generations in organizations. *Research in Organizational Behaviour*, 31, 177-205.
- Kaifi, B., Nafei, W. A., Khanfar, N. M., & Kifi, M. M. (2012). A multi-generational workforce: managing and understanding millennials. *International Journal of Business & Management*, 7(24), 89-91.
- Ke, M. (2015). Managing a multigenerational nursing workforce to strengthen staff retention. *Professional Nursing Today*, 19(4), 42-45.
- Kepuladza, T. A. (2010). Gender stereotypes and gender future of job satisfaction: differences or similarities. *Problems and Perspectives in Management*, 8, 2.
- King, E. B., Mendoza, S. A., Madera, J. M., Hebl, M. R., & Knight, J. L. (2006). What's in a name? A multiracial investigation of the role of occupational stereotypes in selection decisions. *Journal of Applied Social Psychology*, 36(5), 1155-1159. <https://doi:10.1111/j.0021-9029.2006.00035>.
- Koch, T. (2006). Establishing rigour in qualitative research: The decision trail. *Journal of Advanced Nursing*, 53, 93-95.
- Kitch, C. (2003). Generational identity and memory in American newsmagazines. *Journalism*, 4(2), 187-188.
- Kowske, B. J., Rasch, R., & Wiley, J. (2010). Millennials' (lack of) attitude problem: An empirical examination of generational effects on work attitudes. *Journal of Business and Psychology*, 25(2), 265-279.

- Kreitner, R., & Kinicki, A. (2010). *Organisational behaviour*. New York, NY: McGraw-Hill Irwin.
- Lalonde, R. N., & Gardner, R. C. (1989). An intergroup perspective on stereotype organisation and processing. *British Journal of Social Sciences*, 28(4), 289-291.
- Landy, F. J. (2008). Stereotypes, bias, and personnel decisions: Strange and stranger. *Industrial and Organizational Psychology*, 1, 379.
- Larkin, J. D. (2008). Stereotypes and decision making: Reconciling discrimination law with science. *CPER Journal*, 192, 15-24.
- Liu, C. H., & Matthews, R. (2005). Vygotsky's philosophy: Constructivism and its criticisms examined. *Journal of Social Psychology*. 6(3), 386-399.
- Loomis, J. E. (2006). *Gen x. Rough Notes Co.*, Indianapolis, IN.
- Lower, J. (2008). Brace yourself: Here comes generation Y. *Critical Care Nurse*, 28(5), 80-84.
Retrieved from <http://ccn.aacnjournals.org/content/28/5/80.full.pdf+html>.
- Luthans, F. (2010). *Organizational behaviour: An evidence-based approach* (12th ed.). New York, NY: McGraw Hill.
- Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: a review of evidence and directions for future research. *Journal of Organisational Behaviour*, 35, 148-149. <https://doi.org/10.1002/job.1913>
- Lyons, S., Urick, M., Kuron, L., & Schweitzer, L. (2015). Generational differences in the workplace: There is complexity beyond the stereotypes. *Industrial and Organizational Psychology*, 8(3), 346-356. <https://doi.org/10.1017/iop.2015.48>
- Lytle, A. (2018). Intergroup contact theory: Recent developments and future directions. *Social Justice Research*, 31(4), 374-385. <https://doi.org/10.1007/s11211-018-0314-9>
- Levy, B. R., & Leifheit-Limson, E. (2009). The stereotype-matching effect: Greater influence on functioning when age stereotypes correspond to outcomes. *Psychology and Aging*, 24(1), 230-233. <https://doi.org/10.1037/a0014563>
- Lester, S. W., Standifer, R. L., Schultz, N. J., & Windsor, J. M. (2012). Actual versus perceived generational differences at work: An empirical examination. *Leadership & Organizational Studies*, 19, 341-354. <https://doi.org/10.1177/1548051812442747>.
- Lyons, S. T., & Kuron, L. (2014). Generational differences in the workplace: A review of the evidence and directions for future research. *Journal of Organizational Behaviour*, 35, 139-157. <https://doi.org/10.1002/job.1913>

- Lyons, S. T., & Schweitzer, L. (2017). A qualitative exploration of generational identity: Making sense of young and old in the context of today's workplace. *Work, Aging and Retirement*, 3, 2011-2014. [https:// doi.org/10.1093/workar/waw](https://doi.org/10.1093/workar/waw)
- Martins, N., & Martins, E. C. (2014). Perceptions of age generations regarding employee satisfaction in a South African organisation. 5(21), 129.
- Macrae, C. N., Bodenhausen, G. V., & Milne, A. B. (2008). The dissection of selection in social perception: Inhibitory processes in social stereotyping. *Journal of Personality and Social Psychology*, 69, 383-385.
- Maxwell, J. A. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62, 279.
- McConnell, A. R., Sherman, S. J., & Hamilton, D. L. (1994). Illusory correlation in the perception of groups: An extension of the distinctiveness-based account. *Journal of Personality and Social Psychology*, 67(3), 414-429.
- McNamara, T.K., Pitt-Catsoupes, M., Sarkisian, N., Besen, E. and Kidahashi, M. (2016). Age bias in the workplace: cultural stereotypes and in-group favouritism. *The International Journal of Aging and Human Development*, 83(2), 156-157.
- Nnamboozee, B. E., & Paramasur, S. B. (2016). Understanding the multigenerational workforce: Are the generations significantly different or similar. *Corporate Ownership & Control*, 13(2), 224.
- Meuse, D. P. K., & Mlodzik, K. J. (2010). A second look at generational differences in the workforce: *Implications for HR and Talent Management*, 33(2), 51-52.
- Mohaupt, J., van Soeren, M., Andrusyszyn, M., MacMillan, K., Devlin-Cop, S., & Reeves, S. (2012). Understanding interpersonal relationships by the use of contact theory. *Journal of Interpersonal Care*, 26, 370-373.
- Mackie, D. M., Hamilton, D. L., Susskind, J., & Rosselli, F. (1996). *Social psychological foundations of stereotype formation*. In C. N. Macrae, C. Stangor, & M. Hewstone (Eds.), *Stereotypes and stereotyping* (pp. 41-78). New York: Guilford.
- Moskowitz, G. B. (2005). *Social cognition: Understanding Self and Others*. NY, NY: The Guilford Press.
- McLeod, S. A. (2008). *Social identity theory*. Retrieved from <https://www.simplypsychology.org/social-identity-theory.html>

- Moloto, G. R. B., Brink, L., & Nel, J. A. (2014). An exploration of stereotype perceptions amongst support staff within a South African higher education institution. *SA Journal of Human Resource Management/SA Tydskrif vir Menslikehulpbronbestuur*, 12(1)
<http://dx.doi.org/10.4102/sajhrm.v12i1.573>
- Newton, B., Hurstfield, J., Miller, L., & Bates, P. (2005). *Training a mixed age workforce: Practical Tips and Guidance*, DWP.
- Novak, J., Feyes, K. J., & Christensen, K. A. (2011). Application of intergroup contact theory to the integrated workplace: setting the stage for inclusion. *Journal of Vocational Rehabilitation*, 35(3), 212-217.
- Nurhadi, D. S. (2019). *Racism and stereotype in get out movie script by Jordan Peele* (Unpublished doctoral dissertation). UIN Sunan Gunung Djati Bandung.
- Oakes, P. J., Haslam, A., & Turner, J. C. (1994). *Stereotyping and social reality*. Oxford, England: Blackwell Publishers.
- Peng, S. Y., (2010). Impact of Stereotypes on Intercultural Communication: a Chinese Perspective. *Asia Pacific Education. Review.*, 11, 243-252.
- Perry, E., & Urwin, P. (2011). Generational differences in work values: A review of theory and evidence. *International Journal of Management reviews*, 12, 80-82.
- Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review Psychology*, 46, 67-69.
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90, 752.
- Pettigrew, T. F., & Tropp, L. R. (2011). *When groups meet: The dynamics of intergroup contact*. New York, NY: Psychology Press.
- Perry, E. L., Golom, F. D., & McCarthy, J. A. (2015). Generational differences: Let's not throw the baby boomer out with the bathwater. *Industrial and Organizational Psychology*, 8, 1-7.
<https://doi:10.1017/iop.2015.53>
- Perry, E. L., Hanvongse, A., & Casoinic, D. A. (2013). *Making a case for the existence of generational stereotypes: A literature reviews and exploratory study*. In J. Field, R. J. Burke, & C. L. Cooper (Eds.), *The SAGE handbook of aging, work and society* (pp. 418-422). London: SAGE Publications.

- Perry, E. L., Golom, F. D., Catenacci, L., Ingraham, M. E., Covais, E. M., & Molina, J. J. (2017). Talkin' bout your generation: The impact of applicant age and generation on hiring-related perceptions and outcomes. *Work, Aging and Retirement*, 3(2), 186-188.
- Pinquart, M., & Forstmeier, S. (2012) Effects of reminiscence interventions on psychosocial outcomes: A meta-analysis. *Aging & Mental Health*, 16:541-558.
<https://doi.org/10.1080/13607863.2011.651434>
- Posthuma, R. A., Wagstaff, M. F., & Campion, M. A. (2012). *Age stereotypes and workplace age discrimination*. In J. W. Hegde, & W. C. Borman (Eds.), *The Oxford handbook of work and aging* (pp. 298-301). Oxford, UK: Oxford University Press.
- Posthuma, R. A., & Campion, M. A. (2009). Age stereotypes in the workplace: Common stereotypes, moderators and future research directions. *Journal of Management*, 35, 158-188.
- Plous, S. (2003). *The psychology of prejudice, stereotyping, and discrimination: An overview*. In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 3-48). New York, NY: McGraw-Hill.
- Prothro, E. T., & Melikian, L. H. (1955). Studies stereotypes: Familiarity and the kernel of truth hypothesis. *Journal of Social Psychology*, 41, 3-10.
- Quinn, K. A., & Rosenthal, H. E. S. (2012). Categorizing others and the self: How social memory structures guide social perception and behaviour. *Learning and Motivation*, 43(4), 247-258.
<https://doi:10.1016/j.lmot.2012.05.008>
- Rayani, A. (2015). *Generational differences in perceived supervisory support*. San Jose State University.
- Rees, G., & Smith, P. E. (2017). *Strategic human resource management: An international perspective*. In G. Rees, & P. E. Smith (Eds.), *Equality and Diversity in the Workplace* (330-332). SAGE Publications.
- Rosen, B., & Jerdee, T. H. (1976). The influence of age stereotypes on managerial decisions. *Journal of Applied Psychology*, 62, 430-431.
- Roberto, K. J., & Biggan, J. R. (2014). *Keen, groovy, wicked or phat, it is all cool*. In E. Parry (Ed.), *Generational diversity at work: New research perspectives* (pp. 129-132). Abingdon Oxon, UK: Routledge.
- Roller, M. R., & Lavrakas, P. J. (2015). *Applied qualitative research: A total quality framework approach* (pp.230). New York, NY: The Guilford Press.

- Rothbart, M., & John, O. P. (1985). Social categorising and behavioural episodes: a cognitive analysis of the effects of intergroup contact. *Journal of Social Sciences*, 41, 83-86.
- Salmons, J. (2014). *Qualitative online interviews: Strategies, design, and skills*. Sage Publications.
- Sandelowski, M. (2000). *Focus on research methods. Whatever happened to equal qualitative Description? Research in Nursing and Health*, 23, 335-336. University of Carolina.
- Sanderson, C. A. (2010). Social psychology. Organizational culture. *American Psychologist*, 45(2), 109–119.
- Shani, A., & Lau, J. (2008). *Behaviour in organizations: An experiential approach* (9th ed.). New York, NY: McGraw-Hill Higher Education.
- Srinivasan, V. (2012). Multi generations in the workforce: Building collaboration. *Management Review*, 24(1), 48-66.
- Stein, J. (2013). Millennials: The me me me generation. *Time Magazine*, 20, 1-2.
- Sets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly*, 63(3), 225.
- Sherif, M. (1965). Experiments in group conflict. *Scientific American*, 195, 55-58.
- Smither, S. (2015). Facing generational differences: understanding is key. *Vet Team Brief*, 45-47.
- Smola, K. W., & Sutton, C. (2002). Generational differences: revisiting generational work values for the new millennium. *Journal of Organisational Behaviour*, 23, 365-367.
- Spencer, L., Ritchie, J., & O'Connor (2003). *Qualitative research practice: A social guide for science students and researcher*. (Ed. Jane Lewis & Jane Ritchie), Chapter 8: Analysis: Practices, Principles and Processes, 214-215. SAGE Publications, London: Thousand Oaks. New Delhi.
- Stanton, R. (2017). Communicating with employees: resisting the stereotypes on generational cohorts in the workplace. *IEEE Transactions in Professional Communication*, 60(3), 256.
- Statistics South Africa. (2011). *Gender statistics in South Africa*. Retrieved from www.statssa.gov.za/publications/Report-03.../Report-03-10-052011.pdf
- StatsSA (2017). Mid-year population estimates. Available form www.statssa.gov.za.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual performance of African American. *Journal of Personality and Social Psychology*, 69(5), 797-800.

- Tajfel, H., & Turner, J. (1986). *The social identity theory of intergroup behaviour. Psychology of intergroup relations*. Chicago: Nelson Hall, 7-24.
- Tolbize, A. (2008). *Generational differences in the workplace*. University of Minnesota, 2-4.
- Truxillo, D. M., Cadiz, D. M., & Hammer, L. B. (2015). *Supporting the aging workforce: A review and recommendations for workplace intervention research. Annual Review of Organizational Psychology and Organizational Behaviour*, 2, 353-357.
- Truxillo, D. M., Cadiz, D., & Rineer, J. R. (2014). *The aging workforce: Implications for human resource management research and practice*. In S. Jackson (Ed.), Oxford handbooks online. Oxford, UK: Oxford University Press.
- Twenge, J. M., & Campbell, S. M. (2008). Generational differences in psychological traits and their impact on the workplace. *Journal of Managerial Psychology*, 23, 864.
- Twenge, J. M. (2010). A review of the empirical evidence on generational differences in work attitudes. *Journal of Business Psychology*, 25(2), 201-210. doi: <https://10.1007/s10869-010-9165-6>
- Tulgan, B. (1996). *Managing generation X: How to bring out the best in young talent*. New York: Nolo Press.
- Urlick, M. J., Hollensbe, E. C., Masterson, S. S., & Lyons, S. T. (2017). Understanding and managing intergenerational conflict: An examination of influences and strategies. *Work, Aging and Retirement*, 3(2), 180.
- Urlick, M. J. (2014). The presentation of self: Dramaturgical theory and generations in organizations. *Journal of Intergenerational Relationships*, 12, 398-412. <https://doi.org/10.1080/153507700.2014.961829>
- Wetson, M. (2001). *Coaching Generations in the Workplace*. 25(2), 13-15 Wetson, Healthcare consulting, phoenix, Arizona.
- White, M. J., & White, G. B. (2006). Implicit and explicit occupational gender stereotypes. *Sex Roles*, 55(3-4), 259-266.
- Van Rossem, A. H. D. (2018). Generations at social categories: An exploratory cognitive study of generational identity and generational stereotypes in a multigenerational workforce. *Journal of Organisational Behaviour*, 40, 434-436.
- Wärnich, S., Carrell, M. R., Elbert, F. E., & Hatfield, R. D. (2015). Human Resource Management in South Africa. (pp 88-89).

- Weeks, K. P., Weeks, M., & Long, N. (2016). Generational perceptions at work: in-group favouritism and out-group stereotypes. *Generational perceptions at work*, 3-4.
- Weeks, K. P., Weeks, M., & Long, N. (2016). Generational perceptions at work: in-group favouritism and out-group stereotypes. *Equality, Diversity and Inclusion*, 36(1), 1.
- Westerman, J. W., & Yamamura, J. H. (2007). Generational preferences for work environment fit: effects and employee outcomes. *Career Development International*, 12(2), 151-153.
- Wiederman T. (2015). Generations do differ: best practices in leading traditionalists, boomers, and generations X, Y, and Z. *Delta Kappa Gamma Bull*, 82(1), 52-54.
- Worchel, S. *The social psychology of intergroup relations*. Monterey, CA, (pp. 33-47).
- Wout, D., Danso, H., Jackson, J., & Spencer, S. (2008). The many faces of stereotype threat: Group- and self-threat. *Journal of Experimental Social Psychology*, 44(3), 792-799.
- Yorks, L. (2005). *Strategic Human Resource Development*. Mason, OH: Thomson Southwestern.
- Yusoff, W.F.W. & Kian, T.S. (2013). Generation differences in work motivation: From developing country perspective. *International Journal of Economy, Management and Social Sciences*, 2(4), 97-103.
- Zacher, H., & Gilenik, M. M. (2014). Organisational age cultures: The interplay of chief executive officers age and attitudes toward younger and older employees. *International Small Business Journal*, 23(3), 328. [https://doi: 10.1177/0266242612463025](https://doi.org/10.1177/0266242612463025)

CHAPTER 3
RESEARCH ARTICLE 2

EXPLORING THE IMPACT OF GENERATIONAL STEREOTYPES IN SOUTH AFRICA

Abstract

Orientation: Generational stereotypes present a big challenge in the workplace pertaining to how it negatively impacts employees, HRM and the organisation as a whole.

Research purpose: The objective of this study was to explore the impact of generational stereotypes among employees in South African organisations.

Motivation for the study: To assist organisations and HRM to adjust their policies and procedures to eliminate these impacts on employees.

Research approach, design and method: The study is based on a qualitative approach and guided by a social constructive paradigm. The total sample size consisted of ($N= 40$) 20 generation X and 20 millennial participants from two large organisations in Gauteng. The online qualitative survey was conducted to collect the data on the platform of Google Forms and data was analysed through content analysis.

Main findings: Generational stereotypes mostly cause conflict, tension and ineffective teamwork between generations. Stereotypes can be addressed through teambuilding exercises, workshops and stereotype awareness seminars to effectively eliminate stereotypes in the workplace.

Practical/managerial implications: Findings reveal that generational stereotypes cause miscommunication, distrust, tension and conflict between generations. Ultimately leading to ineffective teamwork and negative working environments that may leave organisations with a higher turnover rate than expected.

Contribution/value-add: This study contributes to the field of human resource management and to South African organisations, by enabling organisations to create stereotypes awareness and addressing the impacts more effectively and efficiently.

Keywords: Generational stereotypes, stereotypes, South Africa, human resource management, diversity

Introduction

There are various stereotypes that exist about different generations in the working environment. These stereotypes are directed towards both young and old and are very prevalent in the workplace (Meyer, 2017). Stereotypes label millennials as being absent in professionalism and generation X lacking in flexibility (Reiss, 2010). Generational stereotypes in the workplace are typically negative, biased and usually present inaccurate perceptions about certain characteristics of individuals due to the generational group they may fall under (Hamilton & Sherman 1996). Generational stereotypes exist and often guide our biased behaviour and control what information is at hand to observe and remember (Fiske, Cuddy, Glick, & Xu, 2002). Therefore, stereotypes result in biases, as well as influencing judgements, values and work behaviours (Perry, Havongse, & Casoinic, 2013), and this is exactly what is happening in the current workplace. Organisations are now becoming more aware of the existence of stereotypes and the negative impact they have on the organisation, its employees and human resource management (Brink & Nel, 2015). Literature defines a stereotype as a set of beliefs that are associated with a generational group with certain characteristics and traits linked to that group of individuals (Kassin, Fein, & Markus, 2011). The main purpose of this present study is to determine how generational stereotypes impacts the workplace, human resource management systems and employees as a whole. Researchers have set their attention to clarify how generational stereotypes impacts the cognitive, affective and behavioural outcomes of employees (Toomey & Rudolph, 2015).

Generational stereotypes are said to have an effect on staff decisions as well as how employees from different generational groups interact with each other (Rauschenbach, 2012). According to literature, generational stereotypes also affect workplace communication and decisions such as interpersonal treatment and training and development opportunities (Cortina, Magley, Williams, & Langhout, 2011; Maurer & Rafuse, 2001). Van Berkel (2011) found that employees who experience or are aware of stereotypes against them, tend to have their relationship with the organisation negatively impacted, which subsequently affects their self-perception, self-image, self-confidence and self-esteem within the organisation. This, in the long run, has a bigger impact on their motivation, satisfaction, performance and productivity (Shen & Edwards, 2006; Neugebauer, 2017; Kumar & Srivastava, 2018). Employee performance also plays a significant role in the success of the workplace. Employee performance is defined as the success and contribution of an individual in practical and quantifiable terms to organisational accomplishments (McConnel, 2003); therefore, employee performance and group performance should be measured and effectively managed. Prior to generational stereotypes affecting employees' performance and productivity, it also impacted how different generations contribute to the organisation as a whole (Meyer, 2017). A negative and

toxic working environment that evolves around inaccurate generational stereotypes about each generation has led to the belief that those inaccurate stereotypes may be true, which makes them question the value of their contribution.

In an attempt to restrict the negative effects of stereotypes in the workplace, human resource management (HRM) needs to play a significant role in the understanding of these stereotypes and the management of diversity in organisations. Workplace diversity acknowledges the reality that employees differ in many ways such as age, gender, social status, marital status, personality, religion, disability and culture (Kossek, Lobel, & Brown, 2005). Diversity is a central theme in the modern workplace and with different generations working side by side, tensions keep building up and the possible loss of productivity and performance is inevitable (Blauth, McDaniel, Perrin, & Perrin, 2011). While generational diversity promotes a broader range of talent in the workplace, it often results in conflicting ideas and the creation of stereotypes (Kicheva, 2017).

The South African workforce continues to experience major difficulties in effectively managing diversity among employees from different generations, which has been documented over the past two decades (Carrim 2016; Seekings, 2008). Literature mentions that if organisations adapt their policies to an effective management approach, it can promote greater innovation and creativity that create a more cohesive working environment for employees, in order to eliminate stereotypes (Cox & Blake, 1991; Richard, 2000). Organisations need to address diversity issues to reach organisational objectives through effective human resource management. Effective HRM is a distinctive approach to employment management in order to reach a competitive advantage through the strategic development of a highly capable workforce (Storey, 2001).

In accordance with the above-mentioned, if stereotypes are unaddressed, it may be seen as a form of oversight that organisations are failing to address stereotype issues that reduce the potential for the organisation to significantly retain and gain valuable employees to keep their competitive advantage (Schippers, Hartog, Koopman, & Wienk, 2003). There has been extensive research conducted by many scholars internationally on stereotypes. However, more evidence is needed to provide clarity on how these stereotypes affect workplace processes and employees (Toomey & Rudolph, 2015), especially within the South African context where research is limited. Therefore, the main objective of this article was to explore what the impacted of generational stereotypes are on organisational level, employees and HRM.

Literature review

Overview of generational stereotypes

The modern workplace consists of different generations and generational differences. These two terms have become an important topic of discussion to organisations, researchers and practitioners to understand what the potential impact of generational differences are in the workplace (Costanza, Badger, Fraser, Severt, & Gade, 2012). A generation is defined as an idea or assumption of a group of individuals who share a birth year and similar experiences (Parry & Urwin, 2011). According to Cox (2016), each generation has their own unique characteristics, values, motivators and preferred management style; thereby indicating how generations differ from one another.

The majority of generational stereotypes that do take place, are generally about highlighting the generational differences between generations. Therefore, emphasis is being placed on the negative side of generational differences' connection between generational differences, generation and generational identity, by linking them to the term stereotype. Stereotypes can be described as the beliefs of category-based traits and expected assumptions about a group of individuals (Koch, D'Mello, & Sackett, 2015). Consequently, stereotypes indicate assumptions about certain characteristics of an individual or their generation based on categories such as gender, race and age. The assumption is made before more information is gathered about them (Posthuma, Wagstaff, & Campion, 2012). Stereotypes often lead to unfair behaviour and inaccurate generalisations about certain characteristics of the individual or their generation (Koch et al., 2015). Similar to the nature of stereotypes, generational stereotypes are inaccurate assumptions about characteristics that are created and believed (Costanza & Finkelstein, 2015). Within a workplace context, stereotypes may trigger generational bias that results in individuals being treated differently due to their generational identity and the beliefs of inaccurate stereotypes against them (Curran, 2017).

Impact of stereotypes on the individual

Employees are affected by stereotypes in many ways and each employee's experience is different from the next one. The stereotypes that are assigned to a group of individuals are generally one-dimensional, inflexible and inaccurate, and these stereotypes can easily harm individuals personally by affecting their identities (Pickering, 2001). The damage that stereotypes cause between social groups, is due to not acknowledging and understanding the differences between them, and this leads to inaccurate perceptions and inappropriate behaviour towards other individuals of a generation (Bergh & Theron, 2009).

Furthermore, generational stereotypes can take a devastating toll on employees, including how they experience the workplace, affecting their productivity, work relationships and self-perception (Meyer, 2017). Lamont, Swift, and Abrahams (2015) explain that generational stereotypes enhance more ambiguity in the performance situations of employees, which compromises their performance. Employees who are aware of the existence of stereotypes against them may suffer in a specific domain and from a self-fulfilling prediction, which causes their fear of inferiority, affecting their work performance (Sawyer & Clair, 2020). Stereotypes also impacts employees' emotions and behaviour, making it harder and more difficult to perform at their best and reaching their true potential (Roberson & Kulik, 2007). If stereotypes are not addressed, they can be problematic, due to the creation of unjust inequalities of employees (Sawyer & Clair, 2020). Additionally, stereotypes have the potential to impact interpersonal perceptions between employees and deconstructing behaviour that could arise from inaccurate views due to stereotyping generational groups in a negative way (Sawyer & Clair, 2020).

Impact of stereotypes on group level

Stereotypes consist of a level of complexity to the target individual or group. The stereotypes about an individual or their generation, which can either be seen as positive or negative, generally provoke a variety of different emotions (Singletary, Ruggs, Helb, & Davies, 2009). Therefore, each individual experience is impacted by stereotypes in different ways. For instance, the majority of individuals belonging to a certain generational group have experienced or are experiencing a combination of positive and negative stereotypes against them or their generation (Sawyer & Clair, 2020). For example, millennials are typically stereotyped as having better job qualifications, better suited for physically challenging work and having more potential to grow in the organisation than the older generation (Finklestein, Burke, & Raju, 1995). On the other hand, generation X is stereotyped as having inflexible attitudes, not being open-minded when it comes to change, and not suitable for training and in a poor health condition (Chiu, Chan, Snape, & Redman, 2001). Literature presents both positive and negative stereotypes about generation X and millennials. The positive stereotypes about generation X include that this generation shows a more active job involvement, job satisfaction and they are less prone to accidents as millennials would be (Shani & Lau, 2008).

Taking a closer look at the working relationship between these two generations, it is clear that these two generations have a level of complexity in their working relationship. The quality of a working relationship between generation X and millennials employees is based on age-related behaviour (Josef & Rene, 2010). This means that each generational group holds certain expectations or ideas

about the behaviours of another generational group, which are based on the stereotypes formed over time. For example, generation X employees are described as less adaptable and resistant to change, and millennials are more dependent on others when it comes to decision-making and they prefer to be active in the decision-making process (Guthie, 2012). As seen from the above-mentioned examples, generations rely on the beliefs and expectations of certain stereotypes that are connected to an individual or their generation treats them accordingly. Stereotypes also have the potential to further impacts generations in the following way by causing intergenerational conflict.

Stereotypes have the capacity to impact employees' perceptions and actions, which ultimately leads to intergenerational conflict between them (Urlick, Hollensbe, Masterson, & Lyons, 2016). Intergenerational conflict is defined as the arguments or aggression that occur between generations because of misunderstandings and disagreements (Urlick, 2017). Intergenerational conflict presents a variety of possible interactive social exchanges between generations, and these interactions generally root from hostile attitudes from generations (Lyons & Kuron, 2014). It is generally assumed that most intergenerational conflict between generations occurs due to generational differences in work attitudes and inaccurate expected behaviour of a generation (Dols, Landrum, & Wieck, 2010; Wieck, 2007). Intergenerational conflict decreases employees' performance and if organisations fail to address this conflict effectively, misunderstandings between generations can occur (Patota, 2017), which affects employees' productivity and innovation, resulting in larger problems of employee retention and turnover for the organisation (Westerman & Yamamura, 2007; Kupperschmidt, 2000). Recent literature confirms that generational stereotypes do exist among employees of different generations in the workplace (Foster, 2013; Finkelstein, 2013; Lester, Standifer, Schultz, & Windsor, 2012). Stereotypes work in the same way as they do outside the workplace, since individuals bring their negative stereotypes and attitudes into the working environment (Sawyer & Clair, 2020).

These aforementioned negative attitudes could also negatively impact effective teamwork in the workplace. In the modern business world, a team-based structure is very popular (Umair, Malik, Janjua, & Saleen, 2018), and organisations today consist of diverse teams of different generational groups (Kearney, Gebert, & Voelpel, 2009). According to Kozlowski and Ilgen (2006), teams consist of two or more employees who interact socially, sharing a common goal and performing tasks that are relevant to organisational outcomes. These generational groups have different attitudes and life experiences, which disturb the quality of communication between them and result in conflict (Umair, 2018). Communication in teamwork impacts the organisation's overall productivity (Wok & Hashim, 2013), and due to communication problems between younger and

older employees, their productivity is reduced (McCann & Giles, 2002). Literature has confirmed that different viewpoints, ideas or differences about the idea of work lead to conflict in teams, which affects their decision-making processes (O'Neill, 2013).

Impact of stereotypes on the organisation and HRM

The phenomenon of stereotyping, particularly on the basis of different generational groups, exists within many organisations worldwide (Luthans, 2010). Generational stereotypes may negatively affect healthy employee relations and create promotion barriers, and therefore HRM employees see little opportunity for advancement and this typically results in being less loyal and a decrease in employees' commitment and job satisfaction (Comeau-Kirschner, 1990; Schellenbarger, 1993). Conversely, Darwing (2014) argues that due to stereotypes, organisations are unable to explore the full potential of their younger and older employees. Due to self-fulfilling prophecies and generations experiencing a sense of stereotype threat, it may hinder them to fully reach or develop their full potential in the workplace (Staudinger, 2015; Von Hippel, 2012; Zaniboni, 2015). Additionally, negative stereotypes play a significant role in predicting motivation (Greller & Stroh, 2004) that is needed to reach each employee's full potential. The frequency of negative stereotypes against generations also hinders their full potential in reaching self-efficiency, career-relevant learning and skill development (Maurer, 2001), which presents a great challenge for HRM.

HRM needs to ensure that the full development of each employee is reached and this can only be achieved once effective policies and strategies are in place to eliminate the negative impact of generational stereotypes. The challenge for HRM here is to ensure that effective and efficient policies and strategies are in place to eliminate the negative impact of generational stereotypes and promote the full development of each employee. It is well known that HRM has various roles to fulfil, and the learning and development of employees is one of them. Learning and development strategies consist of workforce capabilities, skills and competencies that are required to ensure a sustainable and successful organisation (CIPD, 2014), thereby indicating the importance HRM plays in managing employees and diversity in the workplace. Unmanaged diversity in organisations can potentially increase the prevalence of conflict (Williams & O'Reilly, 1998). Corwin (1969) states that conflict in organisations arises from interaction with heterogeneous employees (occurring between different generations and their identities). Such conflict can decrease trust (Dirk & Parks, 2003), which causes a negative downfall in turnover rates, workplace deviance and a drop in productivity (Urlick, Hollensbe, Masterson, & Lyons, 2016).

Unmanaged diversity also has the potential to increase how generations experience stereotypes (Grobler, 2012). Furthermore, managers who rely on stereotypes alone will not be able to benefit from diversity management and therefore managers should not let stereotypes impact interpersonal processes and decision-making within their organisation (Ivancevich, Konopaske, & Matteson, 2014; Kreitner & Kinicki, 2010).

Stereotypes in the workplace pose serious threats and risks for specific HRM functions, including performance management, succession planning, turnover intention and effective diversity management (Kumar & Srivastava, 2018; Lamont, Swift, & Abrahams, 2015; Brinck & Larsson, 2019; Thompson, 2016). One of HRM's main goals is the growth in the organisational performance of employees (Takeuchi et al., 2007; Huselid, 1995), and as previously mentioned, stereotypes hinder employees' productivity (Meyer, 2017). Consequently, this presents a great challenge for HRM to overcome and effectively manage stereotypes in the workplace.

Another important practice for HRM to maintain is effective succession planning. According to Charles, Weber, Current, and Benton (1991), succession planning refers to potential candidates (employees) in the workplace to be recognised for essential positions in the organisation. These employees are strategically selected in terms of good performance. However, due to negative stereotypes that may impact employees' performance (Lamont, Swift, & Abrahams, 2015), these employees are less likely to be considered for high performance positions and this makes succession planning very challenging for HRM. Consequently, it is essential for HRM to have a basic understanding and awareness of generational stereotypes, especially when establishing and implementing succession planning initiatives in order to achieve greater organisational success (Kicheva, 2017).

Generational stereotypes also have the potential to impact turnover intention in organisations and specifically for HRM. This presents another challenge of negative-based impact of stereotypes for HRM to overcome. Turnover intention is a concept that consists of the voluntarily resignation of an employee's job (Brinck & Larsson, 2019), and from an organisational viewpoint, organisational commitment and job satisfaction are strong predictors of turnover intention (Tarigan & Wahyu Ariani, 2015). As a result of negative stereotypes being perceived as being unpredictable, inconstant and hypocritical, employees may show greater inclination to leave the organisation, leaving HRM with a higher turnover intention rate than expected (May, Gilson, & Harter, 2004).

HRM acknowledges that the current workforce is multigenerational and more diverse than ever before (Joubert, 2012). A workforce that presents diversity in skills has performance advantages

due to operational adaptability (Jourbert, 2012; Kirton & Greene, 2016). However, that is not always the case, since poorly managed diversity could harm organisational competitiveness (Trenka, 2006; Thompson, 2016). Therefore, it is important for organisations to successfully address negative diversity issues that stem from intergenerational conflict. Furthermore, organisations need to address existing generational stereotypes in order to eliminate the prevalence of stereotypes by fostering awareness and educating the workforce about the damaging nature of stereotypes.

Theoretical framework

Intergroup contact theory

A theoretical framework that can be used to explain the nature and process of stereotypes in the workplace is the intergroup contact theory (Allport 1954; Pettigrew, 1998). Intergroup contact occurs when members of different social groups (or generational groups) interact and come to know one another across group lines (Allport, 1954). As anticipated, the behaviours from intergroup members affect the stereotypical framework (Cuddy, 2007). Different behaviour patterns are connected toward members of the out-group, which are based on different stereotypes about them (Alayon & Tesch-Römer, 2018). An example of this stereotype behaviour is assuming that older employees (generation X) are confronted with the communication predicament of ageing (Ryan, 1986); the assumed behaviour by the in-group (millennials) is a lower expectation for their performance. One major factor of the interaction between generations is encouraging behaviour that disconfirms stereotypes that one group holds over another (Argentoro & Dordoni, 2015).

Research demonstrates that intergroup contact improves attitudes towards other generational groups (Pettigrew, 2009; Tausch, Hewstone, Kenworth, Psaltis, Schmid, Popan, & Hedges, 2010), making respondents look less inward to their own groups and more open to experiences in working with other generational groups (Pettigrew, 1997; Sparkman, Eidelman, & Blanchar, 2016; Verkuyten, Thijis, & Bekhuis, 2010; Vezzali, Turner, & Acpozza, 2018). Even though this may seem like an easy theory to apply on paper, in a workplace setting, generations are not likely to take this course. For example, the younger generation (millennials) perceives and evaluates older employees (generation X) as members of an out-group (Bal, 2011). Even if the intergroup contact theory is applied in the working environment, the weight of impact that generational stereotypes carry is still enormous.

The impact that generational stereotypes have on the working environment is clearly pointed out above. Stereotyping is a natural way of analysing the environment around us and generational

stereotypes are known as the most common method to use, due to the easy way of assessing individuals based on their age (Fiske, 1998). The danger of stereotypes lies in the potential to cause negative consequences in the workplace, specifically regarding intercommunication procedures, forming a shared vision and goals, and developing effective and efficient policies (HRM) (Fiske & Lee, 2008; Stanton, 2017; Heilman, 2012). The impact that stereotypes have on the South African workforce is not yet known. South African researchers and practitioners do not have significant knowledge of how stereotypes impact HRM processes and practices, as well as the effects on employees and organisational outcomes.

RESEARCH OBJECTIVES

The general objective of this research study is to explore the impact of generational stereotypes on generation X and millennial employees.

Specific objectives

The specific objectives of the research are:

- To determine the impact of stereotypes on generation X in the workplace.
- To determine the impact of stereotypes on millennials in the workplace.
- To determine what recommendations are made by generation X and millennials to effectively manage generational stereotypes in the workplace.
- To determine recommendations for future research.

Research design

The research design will comprise of the research approach, research strategy and research method.

Research approach

A qualitative research approach was followed in this research study, along with a social constructivism paradigm. Qualitative research is conducted to explore the gap in literature, to gain in-depth insights into a specific phenomenon (Bryman, 2016). The purpose of a qualitative research study is to understand the human behaviour, the context and environment in which the behaviour occurs and the experiences and meanings that people attribute to specific situations (Lopez, Figueroa, Connor, & Maliski, 2008). The social constructivism paradigm consists of conducting and bringing new understanding and knowledge about a specific social phenomenon within a social context (Derry, 1991; McMahon, 1997). This paradigm is about the development and knowledge gained through the interaction's individuals have with one another (Taylor, 2018). In other words, the interactions between generation X and millennials often lead to misunderstandings and conflict

that ultimately lead to stereotypes being formed. Therefore, the researcher wanted to understand how employees experience these stereotyped and how they are impacted.

Research strategy

A qualitative descriptive strategy was utilised in this study (Gall, Gall, & Borg, 2007). A qualitative descriptive study is defined as the exploration of perceptions, experiences and feelings regarding a certain social problem in a specific environment (Sandelowski, 2000). This strategy was fitting for the research study, because it enabled the researcher to explore how employees (from generation X and millennials) experience stereotypes and how much it impacts them and the organisation, without any subjectivity of the researcher to interfere (Bryman & Bell, 2011).

Research method

This research study consisted of a literature review, research setting, entree and establishing researcher roles, sampling, data collection method, recording of data, data analysis, strategies employed to ensure quality data, and reporting style.

Research setting

For this research study, the data was collected via the online platform Google Forms. The online qualitative survey took approximately 20 to 30 minutes to complete, depending on the length and detail of the participants' answers. This enabled the participants to complete the survey at their own time and choice of setting, within a specific time period that the survey must be completed.

Entrée and establishing researcher roles

The researcher fulfilled numerous roles in this research study. These include planning the study, liaising with the two participating organisations, gathering the data, analysing the data and writing the report.

Sampling

The sampling method that was used in this research study is a combination of purposive and quota sampling. Purposive sampling (judgement or subjective sampling) is a method of non-probability sampling that is based on the understanding or knowledge of the researcher in the selection of the sample needed for the research study. In this case, the researcher reached out to the participants who meet the selection of the criteria set out by the researcher to be part in this study.

The researcher included only generation X and millennial participants, the two most active workgroups in the workplace. Quota sampling is a very popular method in the non-probability version of stratified sampling. Quota sampling divides the population into distinct groups of individuals and the researcher selects a sample size from each of these groups based on selection criteria (Etikan & Bala, 2017). The selection criteria set out by the researcher are basic, and state that generation X, born between 1986 and 1979, and millennial participants, born between 1980 and 1995, can take part in the research study (Toblize, 2008). Participants were informed to be comfortable to communicate in English, in terms of answering all questions of the survey in English. The researcher has N=20 generation X and millennial participants, resulting in a total sample size of N=40.

The sample in this study consisted of more female (57%) than male participants (43%). The dominating home language of participants was Afrikaans (70 %), and the second most spoken home language reported was English (20%). All generation X participants were between the ages of 41 and 52, and millennial participants between the ages of 25 and 40.

Table 1 provides the characteristics of generation X and millennial participants, which forms the sample of this study.

Characteristics of participants (N=40)

Item	Category	Frequency (f)	Percentage (%)
Age	Generation X (1968-1979)	20	100
	Millennials (1980-1995)	20	100
Gender	Female	23	57
	Male	17	43
Home Language	Afrikaans	28	65
	isiXhosa	1	2.5
	Xitsonga	1	2.6
	English	8	20
	Sesotho	2	5

Research procedure

Before the online qualitative survey was conducted, the researcher acquired informed consent from both generation X and millennial participants. As the qualitative surveys were conducted online, the participants first had to read through the informed consent the researcher provided via the online platform beforehand, and if they accept, they could continue with the online qualitative survey. The researcher also provided some background, context and the purpose of the research study to the participants, to fully understand what the study entails and what it is all about. If the participants had any questions or enquiries, the researcher provided his/her contact details. The researcher constantly reminded the participants that their participation is completely voluntarily. Therefore, if participants decided or wished to no longer participate in the online qualitative survey, they may terminate their participation at any time.

Data collection method

The researcher chose online qualitative surveys as data collection method in the study. Online qualitative surveys are defined as catalogues that occurs between the researcher and the participants based on an online platform (Saloms, 2014) such as Google Forms. The researcher contacted both HR managers from the two organisations identified to explain the purpose of the study and to request participation from their generation X and millennial employees who are willing. After the HR manager emailed all generation X and millennial employees, the participants who were willing to take part provided their email addresses. The researcher then emailed all willing participants the link to Google Forms.

The online qualitative survey consisted of two sections. The first section of the survey was the biographical information. In this section, participants needed to provide under which generation they fall, for example generation X are born between 1968 and 1979 and millennials are born between 1980 and 1995, as well as their gender, home language and occupation. The second section consisted of the survey questions, as listed below. The online qualitative survey consisted of a total of nine questions and took approximately 20 to 30 minutes to complete, depending on participants' length of answers. The researcher informed all willing participants that the online qualitative survey is being conducted in English. The researcher also included a consent form that entailed a thorough explanation of the purpose of the study and if there are any inquiries, the researcher included her contact details. Participants were also given the choice whether to withdraw from the study at any given time.

The information gathered from the participants is kept confidential and is only used for research purposes, and the results of the data will be published in the form of a dissertation. The researcher has requested permission from all willing participants via accepting all the terms and conditions that have been laid out to them in the consent form. The survey questions for article 2 are listed below.

Online qualitative survey questions for generation X

1. Do you think stereotypes about different generations may have a negative impact in the workplace? If yes, please provide example(s) of these impacts.
2. Do you think stereotypes about different generations may have a positive impact in the workplace? If yes, please provide example(s) of these impacts.
3. Do stereotypes about generations in the workplace impact you personally? Please elaborate.
4. In your opinion, what can organisations do to manage stereotypes about generations in the workplace?
5. What can employees themselves do to manage stereotypes about generations more effectively in the workplace?

Online qualitative survey questions for millennials

1. Do you think stereotypes about different generations may have a negative impact in the workplace? If yes, please provide example(s) of these impacts.
2. Do you think stereotypes about different generations may have a positive impact in the workplace? If yes, please provide example(s) of these impacts.
3. Do stereotypes about generations in the workplace impact you personally? Please elaborate.
4. In your opinion, what can organisations do to manage stereotypes about generations in the workplace?
5. What can employees themselves do to manage stereotypes about generations more effectively in the workplace?

Recording of data

The online qualitative survey was conducted on Google Forms as platform. The answers provided by the research participants were recorded on Google Forms. The researcher ensured that the data, information and identities of participants remained confidential at all times throughout the entire research process.

Data analysis

The researcher made use of content analysis. Content analysis is generally used to convert and process large amounts of texts and to summarise those texts into smaller contents of information (Erlingsson & Brysiewicz, 2017). Content analysis typically consists of three central phases, as discussed below (Erlingsson & Brysiewicz, 2017):

Phase 1: Preparation

After the data was collected through the online qualitative surveys, the researcher read through the raw data a couple of times, to get an idea of possible categories. This would enable the researcher to identify the central ideas that stood out from the participants' responses.

Phase 2: Organising

This phase required the researcher to have identified and set categories extracted from the dataset. The researcher selected the categories by identifying what responses of the participants were similar in nature and presented an overall description of the categories.

Phase 3: Reporting

After the researcher had selected the possible categories, each category consisted of a set of themes. These themes were grouped together under their relatable category. The researcher then reported all five categories (i.e. the five research questions asked) into table format and then described each respectable theme within the appropriate context. The researcher provided clear and thorough explanations of the findings and recommendations.

Strategies employed to ensure quality data

The criterion of trustworthiness set out in a qualitative research study plays a vital role to ensure the defined trustworthiness by explaining how thematic analysis is conducted (Nowell, Morris, White, & Moules, 2017). The strategies the researcher followed to ensure quality data are discussed below.

The *credibility* of a study is determined when researchers or readers can relate to the experiences that participants may have with the social phenomena (generational stereotypes) being studied (Guba & Lincoln, 1989). Credibility is the fit between participants' views and the researcher's representation of them (Tobin & Begley, 2004). This ensured that the researcher's findings of the participants' experiences are in sync with the readers', to enable the readers to relate to the participants' experiences of how generational stereotypes impacts them. The researcher ensured

credibility by using direct quotations of the participants' experiences and comparing the findings with other similar research studies.

Transferability: The researcher was responsible for the execution of detailed descriptions of all the themes subtracted from the data, in order for the researcher or readers who seek to transfer the study's findings to their own site to judge the transferability to do so (Lincoln & Guba, 1985). The researcher ensured transferability by providing detailed descriptions of the themes that are linked to each research question to capture the overall picture of the findings of the dataset.

The researcher achieved **dependability** by ensuring that the research progress is logical, observable and clearly documented (Tobin & Begley, 2004). The readers of the study will be able to examine the research process to judge the dependability of the study (Lincoln & Guba, 1985). The researcher ensured dependability by examining the research process by allowing fellow researchers and readers to 'judge' or examine the dependability of the study, in relation to the explanation of the researcher process by the researcher discussed in the study.

Confirmability is defined as the establishment of the researcher's interpretations of the findings that are extracted from the data; this required the researcher to prove how conclusions and interpretations have been reached (Tobin & Begley, 2004). Confirmability is only achieved if credibility, transferability and dependability are ensured throughout the whole research study (Guba & Lincoln, 1989). Koch (1994) recommended that the researcher should include the purpose for theoretical, methodological and analytical choices through the entire research study, in order for fellow researchers and readers to understand how and why decisions were made. The researcher ensured this process through the literature review, which includes theoretical frameworks to support the arguments and findings of the data and research study.

Reporting

The researcher made use of a qualitative and narrative reporting style to report the findings of the study. The findings of the study have been categorised into themes with direct quotations in table format. Direct quotations from the participants were used to support the findings and conclusions that the researcher has drawn from the results, i.e. an overall picture of the findings.

Ethical considerations

The researcher has gained approval from the scientific committee and ethical approval from the Economic and Management Sciences Ethics Committee. The researcher ensured that the

participants' privacy and confidentiality were taken into consideration through the whole research process. The researcher also ensured that all information gathered from the participants was kept confidential, by assigning each participants a unique code to keep their identities unidentifiable. Additionally, the data that was gathered from the online qualitative survey was stored and kept safe on a hard drive that was protected by a password. During the data collection process, the researcher thoroughly explained the purpose of the study, as well as participation being voluntarily. If participants no longer wish to take part in the research study, they could have withdrawn from the study at any time. The research questions are not conducted to exploit or cause any harm to any participant.

Findings

The findings of this study are based on the survey questions asked to participants by means of online qualitative surveys. As seen below, a brief summary is provided of each category and the related themes. The tables below consist of five categories (initiating the five research questions asked for this chapter) of both generation X and millennial participants.

Generation X's findings

Category 1: The impact of negative stereotypes in the workplace (generation X)

This category entails the responses of the participants when asked whether generational stereotypes have a negative impact in the workplace. All generation X participants agree that generational stereotypes do have a negative impact within the working environment. Nine themes were extracted from this category and the themes are reported in the table below.

Table 2

The impact of negative stereotypes in the workplace

Themes	Responses
Causes conflict	<i>'Yes, Stereotypes are often very wrong and this leads to conflict between generations, proving that stereotypes are not true'.</i>
Causes tension	<i>'yes, these stereotypes are negative and causes us to test if these stereotypes are true or not and this causes tension...in the workplace'.</i>
Hinders effective group work	<i>'Yes, I feel that it creates barriers for us and the younger generation to work together'.</i>
Creates inaccurate stereotypes	<i>'Yes, Stereotypes are often very wrong and this leads to conflict between generations, proving that stereotypes are not true'.</i>

Barrier to development of people's potential	'...instead of investing their relevant resources to developing their full potential''.
Labels individuals	'...place others in boxes based on their perspective generations....''.
Causes disrespect	'yes. Different perceptions and incorrect and that could create...Lack of respect...''.
Generations ignore each other	'Yes, we tend to ignore each other...''.
Opinions are disregarded	'...does not value your opinions''.

Table 2 presents nine main themes identified and direct quotations regarding generation X participants' views on the negative impact that generational stereotypes have in the workplace. These themes are:

Causes conflict: Generation X participants mentioned that stereotypes do have a negative impact by causing conflict among them and other generations. Participants made specific reference to stereotypes leading to conflict between them and the younger generation (millennials). Participants also mentioned that stereotypes tend to be negative and inaccurate, which cause conflict among generations in the workplace.

Causes tension: Generation X participants also stated that generational stereotypes have the potential to cause tension between generations.

Hinders effective group work: This particular impact was supported by the majority of participants. Generation X participants mentioned that generational stereotypes are barriers that prevent them from working together. Participants explain that not only do generational stereotypes serve as a barrier to work together, but also getting to know one another on another level, which would enable better teamwork between them and the millennial generation.

Creates inaccurate stereotypes: Generation X participants further mentioned that generational stereotypes cause inaccurate labels. Participants specifically said that these incorrect stereotypes often do not reflect the true characteristics about a generation or their members.

Barrier to development of people's potential: Generation X participants also responded with generational stereotypes having the potential to serve as a barrier to the development of employees' full potential in the workplace, suggesting that individuals are seen as comprising those specific stereotypes, and this prevents them from full development.

Labels individuals: Furthermore, generational stereotypes can also cause individuals to be categorised or placed in certain boxes of perception. In other words, individuals would be perceived or labelled according to the belief of stereotypes connected to them.

Causes disrespect: Due to the prevalence of generational stereotypes, generations tend to disrespect one another because of generational stereotypes.

Generations ignore each other: Due to the impact of stereotypes, generation X and millennials tend to ignore one another, which ultimately leads to ineffective teamwork because generations do not want to work together.

Opinions are disregarded: Generations tend to disregard or ignore one another’s opinions when it comes to group work and team projects.

Category 2: Positive stereotype impact

In this category, participants were asked whether they believe generational stereotypes have a positive impact on the working environment. The majority of participants agreed that generational stereotypes do not have a positive impact in the workplace. However, there are some participants who mentioned that there is a positive side to generational stereotypes. A total of nine themes have been extracted from this category and the themes are reported in the table below.

Table 3
The impact of positive stereotype in the workplace

Themes	Responses
Learn from one another	<i>“Yes, we can learn from each other. The younger generation can learn from us and we from the younger generation”.</i>
Teamwork can improve quality of work	<i>“With the combination of the two would be great, get work done properly when working together”.</i>
Millennials learning from generation X	<i>“Yes, I think the youngsters can learn a lot and our generation brings a positive energy to the workplace...”.</i>
Acknowledging differences	<i>“Yes. We begin to identify how different we are within the organisations...”.</i>
Developing new information	<i>“constantly working at developing...new information”.</i>
Creates diversity	<i>“Yes, as it is good to have diversity in the workplace”.</i>
awareness of different generation's needs	<i>“No one could utilize for a positive, for instance targeting specific groups to engage with at the office...”.</i>
Get to know one another	<i>“yes, it would give us and the younger generation to get to know each other...”.</i>
Overcome stereotypes	<i>“...looking past the stereotypes and many times it is a positive outlook”.</i>

Table 3 presents nine categories identified with direct quotations of generation X participants, indicating whether generational stereotypes do have a positive impact in the workplace and how. The themes included are:

Learn from one another: Generation X participants responded that generational stereotypes do have the potential for a positive impact by enabling generations to learn from one another. Participants explained that generational stereotypes create the opportunity for generations to learn from each other's traits. This can only be ensured if employees look past stereotypes that led to the belief connected to that generation or individual.

Teamwork improved quality of work: Participants also mentioned that generational stereotypes can improve the quality and excellence done in teamwork between generations. Therefore, efficient teamwork may result in objectives being reached.

Millennials learning from generation X: Generation X participants further mentioned that generational stereotypes can create the opportunity for the millennial generation to learn from them.

Acknowledging differences: Generational stereotypes mostly highlight the differences between generations. Consequently, participants mentioned that by recognising and accepting generational differences, generations may be able to produce efficient, quality teamwork.

Developing new information: Generation X further indicated that by developing new information, they can learn from one another, learning from each other to develop new skills and evolving effective problem-solving skills

Creates diversity: In the findings, it was mentioned that it is good have diversity in generations that brings variety of ideas, skills and new ways of working to the workplace.

Awareness of different generations' needs: Participants mentioned that by placing emphasis on each generation's personal interest and needs, it would create an opportunity for better engagement and interpersonal exchanges between generations.

Get to know one another: Participants stated that, by looking past generational stereotypes or the beliefs thereof, generations would be able to get to know one another.

Overcome stereotypes: Generation X participants explained that if their generation and the younger generation got to know each other better, it would enable generations to look past the beliefs of certain stereotypes about an individual or their generation.

Category 3: Personal impact of stereotypes

All participants described, in different ways, how they are personally impacted by generational stereotypes in the workplace. Every participant's experience is different or is described differently;

however, many of them stated they are not personally impacted at all. Eight themes were extracted from this category, and they are reported in the table below:

Table 4

Personal impact of stereotypes

Themes	Responses
Experience reluctance to work together	<i>“Yes. The younger generation does not always want to work with me or allow me to share my wisdom with them, it makes it very hard in the workplace”.</i>
Experience reluctance to learn from generation X	<i>“Many times, I would try and help the younger generation in terms of sharing my wisdom, but most of the time they do not even listen and think that I am too old know anything”.</i>
Cliques are formed	<i>“There will be cliques in the office. Some similar interest of things that employees have in common, religion, language or culture. So yes, it does influence me”.</i>
Feel contribution is undervalued	<i>“Yes, I feel that I am unwanted in the workplace and that I cannot contribute to the organisation as others can”.</i>
Experience stereotype threat	<i>“If I know the stereotypes against me, I easily feel that I am being watched to see of those stereotypes are true”.</i>
Others accept stereotypes as truth	<i>“Most of the time, because people start to believe the stereotypes/perceptions that is connected to you”.</i>
Feel unwanted	<i>“Yes, I feel that I am unwanted in the workplace...”.</i>
Attempts to improve technological competence are undervalued	<i>“Yes. Even though I am 'old' and not always up to date with technology I will always try and find out more and learn more, but the younger employees see it as waste as to why I am even trying”.</i>

Table 4 presents eight themes identified and direct quotations regarding generation X participants' regarding responses if and how they are personally impacted by generational stereotypes in the workplace. The themes included are:

Experience reluctance to work together: A few generation X participants mentioned that generational stereotypes impact them when it comes to teamwork with millennials. Participants made specific reference to millennials not always being willing to work with them.

Experience reluctance to learn from generation X: Generation X participants further stated they experience an unwillingness from the millennial generation to learn from them. Participants explain that there is more unwillingness in teamwork from millennials. Participants made specific reference

to them always trying to share their previous experiences with the younger generation (millennials); however, they lack listening skills.

Cliques are formed: Participants further indicated that they experience in-groups being formed. Participants indicated that members of one generational group tend to have similar interests among themselves, such as language, culture or religion, which ultimately assumes members of other generations would not share similar interests.

Feel contributions are undervalued: Many generation X participants mentioned that their contribution towards group work and projects is going unseen and unrecognised. Participants explained that when it comes to group work with the younger generation, they do not value their input.

Experience stereotype threat: Participants further indicated that generational stereotypes cause generation X to experience stereotype threat. Participants explained that other individuals have certain expectations and beliefs about evident stereotypes that are linked to a certain individual or their generation and they feel they are being watched to see if those stereotypes and expectations are true.

Others accept stereotypes as the truth: Generation X further mentioned that other individuals tend to accept inaccurate stereotypes against an individual or their generation as the truth. Participants clarified that other individuals accept inaccurate stereotypes as the truth, without noticing that not all stereotypes are applicable to all members of a generational group

Feel unwanted: Generation X participants also mentioned they tend to feel unwelcome in the workplace, due to generational stereotypes. Participants disclosed that others view them as not being able to contribute to the organisation as well as they themselves believe they can.

Attempt to improve technological competence are undervalued: Participants also mentioned that their efforts to increase and improve their knowledge about technology are seen as a waste of time by the younger generation, due to the belief that generation X's weakness is technology.

Category 4: Recommendations for organisations

The researcher asked generation X participants what recommendations they have for the organisation to manage generational stereotypes more effectively and efficiently. Although there were two participants who did not have any recommendations, one participant stated that he/she was unsure of what can be done by organisations to better manage generational stereotypes. The other participant claimed that stereotypes were too far evolved for organisations to do anything now. Total of 17 themes were extracted and are found in the table below.

Table 5

Recommendations for organisations

Themes	Responses
Provide teambuilding	<i>"Yes, management can definitely help us out to reduce the implications of these stereotypes through 'teamwork' that allows us to get to know each other's strongpoints to ensure that we can work efficiently as a team".</i>
Create stereotype awareness	<i>"Create awareness of the pitfalls of stereotypes and cases where employees act out these stereotypes in the company".</i>
Encourage cohesion	<i>"See what these stereotypes do in the workplace a more cohesive atmosphere for generations to work together".</i>
Acknowledge impact of stereotypes	<i>"Managers need to understand how this influences us as employees and therefore it is important to assist us in decreasing or minimizing these stereotypes...".</i>
Rotate managers and employees	<i>"From there onward I would suggest rotation of managers and staff where possible...".</i>
Reward employees	<i>"Rewards...to all staff and not just the leaders".</i>
Recognise employees	<i>"...recognition to all staff.".</i>
Encourage expression of ideas	<i>"Allowing new ideas to be brought to the table...".</i>
Feedback	<i>"...feedback form past events and situations".</i>
Acknowledge acts of stereotyping in organisation	<i>"...cases where employees act out these stereotypes in the company".</i>
Encourage performance-based assessment	<i>"Measure individuals on performance...".</i>
Effective leadership	<i>"...effective leadership".</i>
Provide sufficient resources	<i>"Give extra help, provide them with tools and extra resources...".</i>
Do not allow stereotyping	<i>"I feel that the working environment allows these stereotypes to take over".</i>
Disprove stereotypes	<i>"...management can help to prove that it is not true or does not influence our work ethic".</i>
Capitalise on employees' strengths	<i>"...learning from each other's strongpoints".</i>

Table 5 presents 17 main themes identified with direct quotations of recommendations generation X made for management to effectively and efficiently manage stereotypes among generations in the workplace. The themes included are:

Provide teambuilding: Generation X participants started by recommending teambuilding exercises for management to better manage stereotypes in the workplace. Generation X participants further explained that teambuilding would assist to reduce the implications of stereotypes through effective teamwork and getting to know one another's strong points and using them to their advantage.

Creating stereotype awareness: Generation X participants also indicated that management should help create mindfulness of stereotyping that occurs. Participants made recommendations specifically to management to see what generational stereotypes do in the workplace by acknowledging the impact it has on the workplace as a whole, as well as employees.

Encourage cohesion: Participants also recommended that management should inspire a working atmosphere that prospers on effective teamwork between generations.

Acknowledge impact of stereotypes: Generation X participants further recommended that management should recognise the damaging impact of generational stereotypes in the workplace and among generations. Participants explained that if organisations were aware of the negative impact generational stereotypes have on them and the workplace, it would make it easier for management to achieve a better working atmosphere where different generations get along.

Rotate managers: Generation X recommended that management should have a programme in place that rotates managers and employees where possible. This rotation of managers from different departments as well as employees may give these employees an opportunity to get to know each and overcome stereotype perceptions that each generation may hold over another.

Reward employees: Generation X participants also mentioned that employees always have a higher morale when they are rewarded for good behaviour and disproving stereotypes between generations. Participants stated that it will boost their morale and work ethic if they are rewarded for disproving stereotypes.

Recognise employees: Management needs to acknowledge that all employees of different generations are different and therefore have different needs that need to be addressed or taken into consideration to develop their full potential and retain generations to prevent them from leaving the organisations due to stereotyping.

Encourage expression of ideas: Generation X added that management should welcome new ideas from generations on how to better manage situations where stereotyping takes place.

Feedback: Participants further recommended that organisations should host events to eliminate or manage stereotypes better, where regular feedback is provided from employees. This feedback will enable management to know where they can improve on strategies to minimise the impact of stereotypes on generations.

Acknowledge acts of stereotyping in organisation: Participants further recommended that management needs to be aware of stereotyping that takes place between generations. Participants suggested that management should take note of why and where these acts of stereotyping take place most of the times and start addressing the issues from there.

Encourage performance-based assessments: Management needs to ensure that they measure generations on their performance and not on the stereotypes that are connected to them, for example perceiving that all generation X employees are technology challenged. This may form a small part of their job, but their performance assessment would be based on that.

Effective leadership: Generation X further suggested that management should possess the effective leaderships skills needed to manage stereotypes efficiently in the workplace. Employees who are in authority-based positions should be able to set an example of how to disregard stereotypes, not paying any attention to them.

Provide sufficient resources: Management needs to utilise the right resources at hand to better manage stereotypes among generations and the impact thereof. The resources spoke of here are teambuilding exercises, effective leaderships skills and feedback from generations based on past events of stereotyping.

Do not allow stereotyping: Generation X stated that management needs to have the right policies and procedures in place, so that it does not allow stereotyping. These policies and procedures can only be implemented by human resource management.

Disprove stereotypes: Management needs to assist generations in eliminating stereotypes between them. This can be enabled through awareness seminars and educating employees to be sensitive to stereotyping and assisting them to not impact their work ethic in team work or their individual performance.

Capitalise on employee's strengths: Generation X further indicated that management should utilise employees' strengths. Management can ensure that there are seminars in place that highlight each individual of a generation's strongpoints.

Category 5: Recommendations for employees

In this category, generation X participants were asked to make recommendations of what employees can do to manage generational stereotypes effectively. There were, however, three participants who did not provide any recommendations to better manage generational stereotypes among themselves. Two participants responded about generations being too wide apart to be able to get to know one another and find any similarities. The second participant stated that there is only so much one

individual can do before giving up and the third participant was unsure of what recommendation can be made. The 25 themes extracted from this category are reported in the table below:

Table 6

Recommendations for employees

Themes	Responses
Engage and get to know one another	<i>"We need to go out and really know our fellow employees, whether they are our generation or the younger generation"</i> .
Participate in teambuilding	<i>"I have always found that team building exercises allows you to prove those negative stereotypes wrong"</i> .
Become aware of stereotypes	<i>"yes, if we knew what the stereotypes are about each other..."</i> .
Disprove stereotypes	<i>"...aware of these stereotypes we can easily prove them wrong that have that false perception about us"</i> .
Do not focus on generational differences	<i>"If we look past these differences and stereotypes..."</i> .
Identify employees' strengths	<i>"We should know each other's strengths to be able to work together"</i> .
Setting differences aside	<i>"Us as employees should be able to set our differences aside"</i> .
Disregarding stereotypes	<i>"Yes. If we just look past the barriers that stereotypes bring, we would be able to work together"</i> .
Identify shared interests	<i>"Make an effort to find.... interest of or your co-worker"</i> .
Accommodate each generation	<i>"...accommodate each generation with its many differences"</i> .
Encourage learning	<i>"I think let it happen. Let us change the stereotypes to an environment of learning..."</i> .
Identify differences	<i>"Yes. Level of maturity and how other deal with particular situations is when you are able to identify the differences and generational gap"</i> .
Respect each generation	<i>"Respect each generation and treat one each with respect"</i> .
Know fellow employees	<i>"No, not really. I attempt to get to know each person without the stereotypes"</i> .
Do not allow stereotyping	<i>"Attempt not to reinforce the ideas created by stereotypes"</i> .
Identify similarities	<i>"If we look past these differences and stereotypes, we may actually see that there are similarities despite the age gap"</i> .
Respect one another	<i>"Respect is the number one factor that needs to take over workplaces, then we won't have any stereotypes against each other"</i> .
Provide workshops	<i>"...workshops..."</i> .

Utilise resources	<i>"We need to ensure that we have the right resources at hand to help us shut down these stereotypes..."</i>
Address stereotype impact among generations	<i>"what these stereotypes are and the influences it may have on us and the organisation"</i>
Identify and use of own strengths	<i>"...allows us to be able to identify our own strengths"</i>
Avoid paying attention to the impact of stereotypes	<i>"I aim to do my work as professionally as possible and aim to not give attention to stereotypes and the influences thereof"</i>

Table 6 presents 25 main themes identified with direct quotations regarding participants' recommendations for themselves and their fellow generations, to better manage generational stereotypes among themselves. The themes included are:

Engage and get to know one another: Generation X participants suggested that generations should not be negative with one another. Rather, by successfully engaging with fellow employees from another generation, generations would be able to get to know each other better and find similar interests.

Participate in teambuilding: Participants also mentioned that teambuilding exercises can assist generations to know one another and see that there are similarities between them. Generation X participants explained that the purpose of these teambuilding exercises is to change and improve mind-sets about stereotypes and prove those stereotypes wrong.

Become aware of stereotypes: Generation X suggested that generations should become aware of the stereotypes they are led to believe are against them, and that by being more aware, generations would be able to disregard stereotype situations.

Disprove stereotypes: Participants further recommended that generations disprove stereotypes that others believe are connected to them or their generational group. This means that generations need to have an adjusted mind-set that not every stereotype about a generation is applicable to all individuals belonging to that generation.

Do not focus on differences: Generation X participants further suggest that generations should not place their focus on the generational differences between them. This will enhance the stereotypes and this is where tension and conflict rise most of the time. Since in- and out-groups are being created, generations tend to focus more on the negative generational differences between themselves and their fellow generations.

Setting differences aside: Participants also suggested that generations should utilise the resources at hand to educate themselves on the matter of stereotyping. These resources include awareness seminars and workshops.

Disregard stereotypes: Generations should know what causes these barriers that prevent them from working together. Participants explained that generations should be aware that stereotypes between them cause barriers of communication and prevent effective teamwork from taking place.

Identify employee's strengths: Generations should focus on each other's strengths to be able to work effectively together. Once employees acknowledge the strengths of employees from other generations, they can utilise those strengths to create more innovative ideas.

Identify shared interest: The recommendations further indicated that generations should be able to identify the shared interest that they may have with other generations. This is each individual's responsibility to engage with other generation and get to know them to see the similar interest they may share.

Accommodate each generation: Employees of different generations need to learn to accommodate their fellow generation, the differences and similarities they may have with each other, in order to respect those differences.

Encourage learning: Generation X further suggested that employees of different generations should be able to encourage and create an environment of learning from one another. This can only be reached when generations look past generational differences and disapprove the stereotypes that are between them.

Identify differences: Generations should be able to identify the differences between them; they may be able to accept those differences and look past them.

Respect each generation: Employees from a different generation need to respect one another, despite the differences between them. Participants explained, by respecting one another's generation, that they accept the differences between them and start to see the advantages it may have. In their particular sense of engaging and getting to know fellow generations, it is important to respect them, as this process is new for everyone.

Knowing fellow employees: Employees need to make an effort to know their fellow employees from different generations. This will enable a more consistent working environment for generations in order for them to reach their goals together. Generation X participants disclose that generations should strive to get to know their fellow generation without relying on stereotypes. This is a mind-set that every employee of a generation should adopt.

Do not allow stereotyping: Participants further recommended that employees should be able to stop or eliminate any stereotyping that takes place. This is every employee's own responsibility not to reinforce the ideas that are created by stereotypes. In other words, generations should not believe very single stereotype about an individual or their generation. Employees should bear in mind that not every stereotype is applicable to every individuals of a generation.

Identify similarities: Generation X suggested that once generations got to know one another, they can identify similarities that may bring a more cohesive atmosphere for working together.

Respect one another: Employees need to respect the individuals of a generation and the differences that these two generations may have. It was suggested that when generations respect one another, they will not have stereotypes against each other or are less likely to believe inaccurate stereotypes.

Provide workshops: Generation X participants recommended that employees should attend workshops in order to gain and develop new skills to overcome and better manage generational stereotype that take place.

Utilise resources: Generations need to utilise the resources at hand to manage stereotypes better. The resources that would enable employees to overcome stereotypes are teambuilding exercises and workshops. These workshops and teambuilding can educate to develop a new mind-set about generational stereotypes and the potential impact it may have on them as employees.

Addressing stereotype impact among generations: Employees need to address and acknowledge the impact that stereotypes may have on them as individuals and on their generational group. This requires employees to be sensitive when they come across a situation of stereotyping.

Identify and use of own strengths: Each employee brings his/her own strengths to the group that can be used to their advantage in teamwork. Therefore, capitalising on generations' strengths can be used to create a more cohesive atmosphere for generations to work together, especially in group work and team projects.

Avoid paying attention to the impact of stereotypes: Participants mentioned that employees should avoid paying unnecessary attention to the impact of stereotypes on generations in the workplace. This unnecessary attention is reacting to these stereotypes against themselves or their generation, and avoiding acting out.

Millennials' findings

Category 1: The impact of negative stereotypes in the workplace

Within this category, millennial participants were requested to state whether generational stereotypes can have a negative impact in the workplace and how. A total of 16 themes were reported in the table below.

Table 7

The impact of negative stereotypes in the workplace

Themes	Responses
Cause false assumptions about individuals	<i>"...However, it could be that should a Millennials make a mistake or forgot something, the reason for Gen X would be that we're lazy and get things too easily and then Gen X boss would be harder".</i>
Negatively impacting work relationships	<i>"Yes. It would affect team or superior-subordinate relationship if members from the respective groups believe the others adhere to these stereotypes".</i>
Less likely to improvise	<i>"Yes, when people of one generation believe that people of another generation stereotype them and do not understand them, or are unwilling to look at other ways of doing".</i>
Reluctance to work together	<i>"Yes, when people of one generation believe that people of another generation stereotype them... people are reluctant to work together".</i>
Take offence	<i>"This would be offended and feel hurtful, following trends in the modern time to be accepted".</i>
Treat individuals based on their generation	<i>"yes, because the perceptions that we have of people and what they may value or find interesting determine to an extent how we treat them instead of getting to know them for who they are as a person".</i>
Competitiveness between generations	<i>"Yes, they put more pressure on the next generation to perform in a certain area or life, or to outperform or outclass the next generation".</i>
Unrealistic expectations of generational behaviour	<i>"...When you expect people to behave in certain way and they do not it can be a bit of a problem".</i>
Oversimplification of human beings	<i>"Yes, not everyone from each generation is the same. Individuals are more complicated than when they were born".</i>
Miscommunication	<i>"Yes, because some people categorise individuals based on their age which causes miscommunication".</i>
Conflict	<i>"Yes, because some people categorise individuals based on their age which...conflict".</i>

Overlook individuals; strengths	<i>“Yes, judging a book by its cover or generation it was born in leads to skills etc. being overlooked”.</i>
Decrease productivity	<i>“Yes, productivity can be influenced in the technological space”.</i>
Create in- and out-groups	<i>“Yes, it creates a them against us situation”.</i>
Distrust	<i>“Yes, it can create mistrust between employees because you can always think that employees are working with a different agenda”.</i>

Table 7 presents 16 main themes identified and direct quotations regarding millennial participants’ responses to what impact generational stereotypes have in the workplace. The themes included are:

Causing false assumptions about individuals: Millennial participants mentioned that generational stereotypes create false assumptions about generations. Participants mentioned that generational stereotypes cause inaccurate assumptions about an individual or their generation, consequently relying on existing stereotypes that are believed to be applicable to all members of a generation.

Negatively impacting work relationships: Millennial participants further mentioned that generational stereotypes have the potential to impact workplace relationships and interaction due to the beliefs of false stereotypes connected to the individual or their generation.

Less likely to improvise: Participants mentioned that when employees believe that they are stereotyped, they tend to create an unwillingness of individuals from other generations to learn new ways of working, and instead they are set in their ways and not willing to compromise.

Reluctance to work together: Participants further explained that not only are individuals unwilling to learn new ways of working, but also being hesitant to work together when they believe they are being stereotyped by another generation.

Take offence: Generational stereotypes also result in individuals feeling offended, due the beliefs of inaccurate stereotypes against them or their generation.

Treat individuals based on their generation: Millennial participants further mentioned that generational stereotypes impacted the way they are treated based on their generation. Participants explain that individuals are treated according to the beliefs of certain stereotypes and interest about their generation.

Competitiveness between generations: Participants also indicated that generational stereotypes cause a sense of unhealthy competition between generations. This hinders effective teamwork and the inputs of generations are not valued in group work.

Unrealistic expectations of generational behaviour: Millennials stated that generational stereotypes create false expectations of individual or generational behaviour. Participants explain

that due to stereotypes, certain expectations of that individual or their generation are being anticipated.

Oversimplification of human beings: Generational stereotypes cause all members of a generational group to be seen as one individual, instead of recognising that all individuals are unique.

Miscommunication: Millennial participants mentioned that generational stereotypes negatively impact the communication between generations in the workplace. Individuals tend to rely more on false stereotypes and this may cause miscommunication among generations.

Conflict: Generational stereotypes also have potential to cause conflict between generations.

Overlook individuals' strengths: Participants also suggested that generational stereotypes result in employees' strengths being overlooked. All employees have strengths and weaknesses; however, many times, the beliefs of stereotypes hinder the use of strengths.

Decrease productivity: Millennials also said that generational stereotypes impact productivity. For instance, it is led to believe that all millennials are presumed as lazy. Consequently, they would be treated accordingly, ultimately influencing their overall performance in the workplace.

Create in- and out-groups: Millennials further indicated that generational stereotypes create in- and out-groups. In this case, millennials would perceive themselves as the in-group (boosting their own group's morale and self-esteem) and generation X would be the out-group to which negative stereotypes are connected. Millennials would also try and enhance their group's self-esteem and highlight the negative stereotypes and characteristics about generation X. If in- and out-groups are created, the teamwork between generations is non-existent, due to being reluctant to work together.

Distrust: Participants further indicated that generational stereotypes cause suspicion among generations, resulting in a sense of mistrust between different generational groups.

Category 2: The impact of positive stereotypes in the workplace

In this category, millennials discussed the positive impact that stereotypes may have in the workplace. Nine themes were reported in this category.

Table 8

Positive impact of stereotypes in the workplace

Themes	Responses
Generational information may enhance business	<i>“When you are for example consulting, focusing on what the older or younger people value and their style of working from that you can determine how to</i>

	<i>treat them and what to focus on in order to seal a good business deal”.</i>
Identify problems and solutions together	<i>“yes, going back to basics will assist everyone with finding the problem and solution together to make life a lot easier”.</i>
Diverse thinking enhances innovation	<i>“yes, different mind-sets and thoughts about new changes/ways of doing things”.</i>
Learn about other generations	<i>“Yes, learn about different age groups...”.</i>
Capitalise on each generation’s strengths	<i>“Yes...use the strengths of each group”.</i>
Experience-based teaching of generation	<i>“Yes, older generation can teach out of experience”.</i>
X	
Creating opportunity to develop	<i>“Yes. It created opportunity to develop and learn”.</i>
Unify old and new	<i>“Yes, they can create synergy on new vs old”.</i>

Table 8 presents nine main themes identified and direct quotations of millennial participants’ responses regarding the positive generational stereotypes can have in the workplace. The themes included are:

Generational information may enhance business: Millennial participants mentioned that organisations can use generational stereotypes to their advantages; by focusing on each generation’s values, they can generate better performance and productivity.

Identify problems and solutions together: Participants also said that if all individuals look past generational stereotypes or the beliefs thereof, it would enable better teamwork among generations and they would be able to identify problems and find solutions more efficiently.

Diverse thinking enhances innovation: Participants responded that having a diversified workforce that consists of more than one generation would foster innovation and new ideas brought by different generations.

Learn about other generations: Generational stereotypes would create the opportunity for different generations to get to know one another and learn from them, without depending on the beliefs of stereotypes connected to that individual or generation.

Capitalise on each generation’s strengths: Participants indicated that once generations are fully able to learn from one another, in sharing skills and abilities, they will be able to use each individual strength to their advantages. This may produce better and more effective teamwork.

Experience-based teaching of generation X: Millennials also mentioned that generation X can teach them due to their long years of experience. This, again, would indicate millennials adapting to a willing learning spirit to absorb the knowledge and experiences that generation X aims at teaching them.

Creating opportunity to develop: Generational stereotypes can create the opportunity for generations to learn from one another and develop a new mind-set to look past generational stereotypes to really enable learning and development.

Unify old and new: Both generation X and millennials bring new and old ways and skills to the table and this can only be to their advantage. In teamwork, and by accommodating these new and old (traditional) ways of working, a more cohesive atmosphere can be created.

Category 3: Personal impact of stereotypes

Each employee, whether from the same generation or a different one, has different experiences of how generational stereotypes impacts them personally. A total of 11 themes were identified as personal impact experienced by millennials.

Table 9

Personal impact of stereotypes

Themes	Responses
Communication barriers	<i>“Yes. It causes communication barriers”.</i>
Harmful speech	<i>“Yes, Times have changed and more people have a right to speak their mind, Unfortunately, with different generations we have been brought up in other times and things that could be said in the past are not allowed in the modern times that can lead to harmful speech ...”.</i>
Expected to help with technology	<i>“Yes, if you are tech savvy then everyone always wants you to sort out their problems for them...”.</i>
Creating false perceptions	<i>“Yes, I believe I am an old soul and value old things and have an old way of doing things, but the first perception that people have of me is that I do not value those values”.</i>
Not taken seriously	<i>“Yes, being younger and born free means people often don't take you serious...”.</i>
Pressure to refute the stereotype	<i>“Yes. If the stereotype is that Millennials are lazy, people already have that perception of you and how you need to go out of your way to prove that you aren't”.</i>
Believe you need to adapt to previous	<i>“Yes, I think Millennials assume that the previous generation have to adapt to</i>

generations	<i>the past generations”.</i>
Experience difficulties managing and sustaining authority over generation X	<i>“Yes, it’s difficult to manage or be management positions to past generations”.</i>
Stereotypes are used to manipulate	<i>“Only when it is personally directed at me or ‘used against me”.</i>

Table 9 presents 11 main themes identified and direct quotations of millennial participants with regard to their personal experience and impacts they have in the workplace because of generational stereotypes. The themes included are:

Communication barriers: Millennial participants mentioned that generational stereotypes impact communication channels between them and generation X. Due to expected stereotypes to be applicable to an individual or their generation that ineffective communication occurs.

Harmful speech: Millennial participants mentioned that generational stereotyping often results in offensive or harmful speech against different generations

Expected to help with technology: Millennials are perceived as more technologically advanced than other generations in the workplace. However, it creates the opportunity for other generations to rely more on them for constantly assisting them in problems they may have. This makes it difficult for employees to perform their work tasks effectively and efficiently. Millennials further mentioned that, although they are technology advanced, other generations tend to get impatient when millennials are not able to provide immediate assistance.

Creating false perceptions: Millennials explained that due to generational stereotypes, false perceptions of them as individuals or their generations are being created. Participants explain that due to the beliefs of certain stereotypes against an individual or their generation, others tend to also believe the same stereotypes.

Not taken seriously: Participants further mentioned that due to generational stereotypes, they are not taken seriously in the workplace. For instance, a stereotype against millennials is that they are seen as oversensitive, and therefore, in teamwork, their opinions and inputs are often not taken seriously.

Pressure to refute the stereotype: Millennials tend to experience the need to correct misconceptions and disprove inaccurate stereotypes against them or their generation.

Believe you need to adapt to previous generations: Millennials have this perception that they have to adapt to the previous generation, in terms of work ethic, skills and values. Millennials are not then able to form their own identity as a generation in the workplace.

Experience difficulties managing and sustain authority over generation X: The participants indicated that they find it difficult to fully assume power positions over generation X and sustaining the authority.

Stereotypes are used to manipulate: Millennial participants also declare that they experience a sense of provocation because of generational stereotypes. Specifically, they explained that they feel insulted when others believe the inaccurate stereotypes against them.

Category 4: Recommendations for organisations

Millennial participants were asked to make recommendations for organisations to manage generational stereotypes more effectively in the workplace. There were some participants who said that organisations cannot manage stereotypes, indicating that the organisations need to improve the overall culture of the organisations and how employees treat one another. Other participants mentioned that management needs to address the prevalence of stereotypes. A total of 18 recommendations were suggested in this category.

Table 10

Recommendations for organisations

Themes	Responses
Representation of generations across seniority levels	<i>“Avoid a separation between 2 different generations for example recruit younger generation to management along with older, generation in order to avoid having a divide in seniority that is linked to a specific generation”.</i>
Reward and motivate employees	<i>“...if the company is aware and if this odd to be true, companies can budget for yearend awards to motivate the new and upcoming generation, which leads to boost morale”.</i>
Acknowledge the existence of stereotypes	<i>” Perhaps not acting as if these stereotypes do not exist...”.</i>
Present training programmes and workshops to disclose and explore stereotypes	<i>“...Do workshops with teams exposing and exploring them”.</i>
Identify and capitalise on employee strengths and weaknesses	<i>“...Everyone is different and thus each person needs to be evaluated to identify strengths and weaknesses. That needs to be the focus”.</i>
Learn the pitfalls of stereotyping	<i>“Learn and understand the pitfalls of stereotyping...”.</i>
Present teambuilding to understand and educate about generational differences	<i>“...understanding each other’s differences, why they do things the way they do it and how to overcome stereotyping”.</i>
Present team building to encourage improved teamwork	<i>“They can have regular Team Building in sense of working together...”.</i>

Embrace individual feedback	<i>"Embrace individual feedback..."</i>
Take advantage of generational differences	<i>"...focus on the differences and how to take advantage of that in the workplace"</i>
Employ employees with high emotional intelligence	<i>"Employ people with the correct level of EI/EQ as so to avoid having this issue in the first place"</i>
Focus on individuals rather than generational differences	<i>"Instead of focusing on different generations start focusing on individuals"</i>
Create stereotype awareness	<i>"Create awareness..."</i>
Increase workforce diversity	<i>"...employ a more diverse workforce"</i>
Inclusivity	<i>"Try to find a way to incorporate both generations"</i>
Foster understanding	<i>"Understanding..."</i>
Embrace change	<i>"Embrace change"</i>
Provide resources to work together	<i>"More resources that will enable us to work effectively together"</i>

Table 10 presents 18 themes identified and direct quotations of recommendations millennial participants made to management, for effectively and efficiently manage generational stereotypes in the workplace. The themes included are:

Representation of generations across seniority levels: Millennials suggested that management should avoid having a distinct separation between generation X and millennial managers. They should be treated as equal without relying on the stereotypes connected to them.

Reward and motivate employees: Millennial participants also recommended that management should provide compensation to motivate employees. They suggested that this may increase the overall morale of employees in the organisation. Participants explain that management should be cognisant of the different needs and motivations of each generation, as this would result in more productive employees in the workplace.

Acknowledge the existence of stereotypes: Millennials further suggested that management should be aware of the existence of stereotyping among generations. Management should be present and aware of stereotypes, in order for them to address them effectively and eliminate implications.

Present training programmes and workshops to disclose and explore stereotypes: Participants recommended that management should provide workshops and training programmes to disclose and explore generational stereotypes. These workshops can be used to improve employees' attitudes toward stereotypes, workplace culture and effective teamwork.

Identify and capitalise on employee strengths and weaknesses: Millennials suggested that management should focus on identifying and utilising employees' strengths and weaknesses by providing on-boarding and training programmes. They indicated that this would educate generations to make use of those strengths in the workplace. Participants further explained that management should invest in their employees. Specifically, they should capitalise on their employees' strengths and ensure they are developed for higher productivity and quality work.

Learn the pitfall of stereotyping: Millennials suggested that management should become aware of the impact of generational stereotypes. Management needs to acknowledge that these pitfalls of stereotypes generally occur in conflict and ineffective teamwork between generations. These pitfalls of stereotyping can either be seen in conflict and ineffective teamwork between generations due to the beliefs of stereotyping.

Understand generational differences: Management needs to acknowledge the existence of stereotypes. Conflict between generations can be minimised by acknowledging and accepting generational differences.

Present team building to encourage and improve teamwork: Millennials suggested that regular team building workshops and exercises should be presented in an attempt to improve teamwork between generations. Millennials further indicate that effective teamwork would increase productivity. This can only be enabled if generations are educated to look past generational differences and capitalise on each other's strengths.

Present team building to understand and educate about generational differences: Millennials also suggested that teambuilding may assist employees to learn about generational differences and how they can take advantage of these differences to benefit teamwork. It is important for generations to be educated on generational differences, in order for them to see that there may be more similarities between them rather than emphasis the differences.

Embrace individual feedback: Participants further recommended that management should have regular feedback sessions with generations where stereotyping might have taken place and how they are affected. Once management embraces this feedback, they can have focus points in teambuilding exercises and workshops to address the feedback.

Take advantage of generational differences: Millennials suggested that if generations are educated on generational differences, they would be able to use them to their advantage, rather than considering these differences as a barrier between them and another generation.

Employ employees with high emotional intelligence: Millennials recommended that management should appoint employees with a high level of emotional intelligence, since this would enable

employees to react more maturely in stereotyping situations, instead of acting out and causing tension and conflict between generations.

Focus on individuals rather than generational differences: Management needs to look past generational differences that may exist between generations and focus on the employees themselves. It was suggested that management should lead by example, and not place emphasis on the generational differences between generations.

Create stereotype awareness: Through tools and resources such as workshops and team building, management can create stereotype awareness and educate generations about stereotypes.

Increase workforce diversity: Millennial participants recommended that management should employ a more diverse workforce. In this way, they can take advantage of the strengths each generation brings to the table. This creates the opportunity for more innovative ideas and creativity for achieving better and quicker work results.

Inclusivity: Participants recommended that management should include all generations when discussing strategies to eliminate stereotyping among them and management should also embrace individuals' feedback on such strategies and events where stereotyping has occurred.

Foster understanding: Management needs to ensure that all generations understand what the impacts of stereotyping are on them, as well as on the organisation as a whole.

Embrace change: Management needs to create an environment that fosters understanding and encouragement for generations to embrace change that may occur.

Provide resources to work together: Management needs to provide the correct resources for all generations to be able to work effectively in teams together; this is through participation in teambuilding exercises, workshops and awareness seminars.

Category 5: Recommendations for employees

Finally, millennial participants were requested to make recommendations for individuals to manage generational stereotypes in the workplace. A total of 22 themes were reported in this category.

Table 11

Recommendations for employees

Themes	Responses
Be open-minded to step out of comfort zone	<i>“Yes, discussing a problem with someone who had a completely different approach than you can open up new possibilities that people of the same age would have trouble coming to their own”.</i>
Understand differences	<i>“Yes, this would help me to understand different surroundings and people so that I can adapt as fast...”</i>
Increase knowledge	<i>“Upskilling their knowledge...”</i>
Respect	<i>“Always be respectful about this. Forcing your co-workers to just accept and deal with you will just create a horrible work environment”.</i>
Make use of technology to engage and get to know one another	<i>“Facebook & google analytic, seeing behaviour of people online is more of an eye opener than discussions with some”.</i>
Be accepting	<i>“Everyone just needs to be accepting...”</i>
Put differences aside and work together	<i>“...work together to ensure the machine keeps running. Differences aside”.</i>
Identify team members’ strengths and weaknesses	<i>“get to know.... strengths and weaknesses should be identified so that team members may compliment one another's skills”.</i>
Mutual understanding	<i>“...ensure that there is a common ground to work from...”</i>
Listen to understand	<i>“ensure that you do understand and listen to understand and not listen to answer”.</i>
Avoid making assumptions based on stereotypes	<i>“To judge based on their actions and who they are not who you think of want them to be”.</i>
Adapt behaviour to accommodate people	<i>“Sometimes as you need to alter how you deal with different people...”</i>
Prevent projections onto others	<i>“...prevent projections about the self onto others”.</i>
Refute stereotypes	<i>“No. I actively try to disregard stereotypes...”</i>
Unbiased communication	<i>“I...try to...take people through my thought process in a non-biased and transparent way”.</i>
Rely less on technology	<i>“Rely less of technology...”</i>
Value all inputs	<i>“Always ask input from everyone and discuss all input given in detail and with the same appreciation and respect”.</i>
Be mindful how you treat others	<i>“...be conscious about how you treat people”.</i>
Lead by example	<i>“...and lead by example”.</i>

Recognise employees as individuals	<i>"Recognise that people are individual".</i>
Effective communication	<i>"Communication".</i>
Acceptance of diversity	<i>"We need to accept the change in diversity".</i>

Table 11 presents 22 main themes and with direct quotation of recommendations made by millennial participants to better manage generational stereotypes among themselves in the workplace. The main included are:

Be open-minded to step out of comfort zone: Millennial participants recommended that employees be more open to new styles of working, different viewpoints and possibilities from different generations. This can be achieved once employees step out of their ‘safe environment’ and engage with other generations, getting to know them.

Understanding differences: Millennial participants further suggested that if generations are able to understand generational differences, employees would be able to stop emphasising the negative differences between their generation and another.

Increase knowledge: Millennials also suggested that if generations increased their knowledge about the nature and content of stereotypes and why they occur, they would be able to manage them better among themselves and have a better understanding of why they are formed. This is achieved through the presentation of workshops and training programmes.

Respect: Participants suggested that generations should respect one another. If generations respect one another, they may be able to get to know each other better. Generations also need to respect the differences between them through the use of teambuilding exercises and skills.

Make use of technology to engage and get to know one another: Millennials, specifically, made reference to the use of technology to get an idea of what interest other generations may have and maybe discovering that they share similar interests. This would start the process of getting to know one another on a deeper level and looking past generational stereotypes.

Put differences aside and work together: Millennials also suggested that they and their fellow employees have to accept generational differences in order to efficient work together. It was suggested that generations should be able to adapt to a new mind-set and approach to identify and acknowledge generational differences, in order to set them aside and produce good quality work in effective teamwork.

Identify team members’ strengths and weaknesses: Millennial participants further recommended that employees should focus on identifying their fellow employees’ strengths and weaknesses. This ensures using each employee’s strengths to their advantage, especially in team work. Participants

also indicated that once generations have engaged with their fellow generations, they may be able to identify and learn about each employee's strengths and weak points, to use to their advantages in teamwork.

Mutual understanding: Participants suggested that employees should always maintain joint understanding among each other, to ensure there is collective ground and understanding to work together.

Listen to understand: Millennials recommended that generations should listen carefully with an intention to truly value their fellow employee's opinions and thoughts to understand and value their opinions and thoughts

Avoid making assumptions based on stereotypes: Millennials also mentioned that employees should not judge fellow generations based on their actions and avoid placing them into boxes that suit their perspective of how they should be. One should rather focus on the reality occurring in the moment.

Different ways of dealing with generations: Millennial participants suggested that employees should be aware of how they treat their fellow generations and not treat them based on the beliefs of stereotypes against their fellow employees.,

Accept behaviour to accommodate people: Participants recommended that employees be mindful of their behaviour towards their fellow employees; employees should not treat their fellow employees based on certain stereotypes.

Prevent projections onto others: Millennial participants also mentioned that employees in general should be aware of not spreading their beliefs of certain stereotypes connected to a generation onto other employees in the workplace.

Refute stereotypes: Participants suggested that employees should look past stereotypes that exist against them or their generation.

Unbiased communication: Millennials mentioned that employees should communicate in an impartial manner to their fellow employees. This means that the way they communicate should be transparent and free from preconceived ideas.

Rely less on technology: Millennials explained that if generations rely less on technology, they would be able to get to know their fellow employees from another generation more personally and recognise that they may have more similarities than differences between them.

Value all inputs: When it comes to teamwork between generations, ideas and contributions from all members of each generation should be considered and respected equally. Generations should avoid

relying on stereotypes that they believe are connect to a generation. For example, generation X is perceived as not being innovative, which is a direct stereotype, and millennials would not consider their opinions or input due to that stereotype.

Be mindful how you treat others: Employees should always be attentive about how they treat their fellow generations. They may not always be aware that due to the beliefs of stereotypes, they may treat a generation accordingly and that this may be perceived as biased behaviour.

Lead by example: Millennial participants suggested that each employee should set an example by steering clear of stereotyping in the workplace.

Recognise employees as individuals: Millennial participants mentioned that all employees from a generation should be able to distinguish that all members of a generation are not the same. Therefore, we need to recognise that the stereotypes about a generation may not be true for all members of a generation.

Effective communication: Millennial participants suggested that once generations got to know one another and are able to work together effectively, efficient and open channels of communication would be encouraged.

Acceptance of diversity: Millennials further suggested that generations should be able to accept the change in diversity and the change of a more diversify workforce that includes different generations. This would enable them to recognise the advantages thereof, especially in teamwork where diversity may create the opportunity for new ideas and innovation among generations.

DISCUSSION

The ***first objective*** of this study was to determine the impact of stereotypes on generation X in the workplace. The purpose of this objective was to determine how generation X participants experience and are personally impacted by generational stereotypes. Due to each participant's experience and personal impact seen as individualistic, there is limited research that collaborates the findings of the study. The majority of generation X participants indicated that they are personally impacted by generational stereotypes through ineffective teamwork between them and the millennial generation. According to Jones (2017), a similar finding was reported, indicating that individuals of the younger generation do not want to work with the older generation due to stereotype perceptions that are created. Generation X participants further mentioned that they experience a sense of reluctance from millennials to learn from their experiences and wisdom. Generation X participants also experience cliques being formed in the workplace. Individuals from

the same generation will automatically find similar interests in various aspects that bind those individuals to the same generational group (SIT) (Turner & Tjafel, 1986).

Prior to cliques being formed, generation X also reported that they tend to experience stereotype threat. According to literature, a stereotype threat is defined as the concerns that individuals have of other generational groups, by evaluating them through the lens of negative stereotypes (Steele, 1997); therefore, indicating that participants feel that they are being watched to see if these stereotypes are true. Generation X participants revealed that they experience their own contribution, inputs and opinions being undervalued due to the beliefs of generational stereotypes. Participants also indicate that others generally accept stereotypes as the truth, assuming that it is how all members of a particular generational group are; they also experience that their attempt to improve their technological competence is being questioned and undervalued. The findings found here are unique and present the thought that each participant's experience is unique and how they are personally impacted in the workplace is different, even though they are from the same generation.

The *second objective* of this study was to determine the impact of stereotypes on millennials in the workplace. The purpose of this objective was to determine how millennial participants experience generational stereotypes and how they are personally impacted in the workplace. As previously mentioned, each millennial's experience and how they are personally impacted in the workplace are individualistic. Therefore, the literature to substantiate the research study is limited. Millennial participants start by describing that generational stereotypes cause communication barriers between their generation and generation X, making effective teamwork more difficult. Millennials reported that generational stereotypes tend to result in harmful speech. As previously seen from literature, millennials are well known for being more technology competent than other generations in the workplace. Consequently, it would create the expectancy of being assisted with any technical difficulties. According to Ferri-Redd (2014), millennials have an intense relationship with technology – they are referred as the digital natives. Preceding being technology competent, millennials present another challenge in how they are personally impacted. Millennials state that if their fellow employees are not assisted immediately; they tend to get impatient. Millennials also experience false views and opinions being formed about them as individuals or their generation.

The findings continue with millennials mentioning that they experience the need to refute the stereotypes and that false views and opinions are being formed against them or their generation. This means that, if the stereotypes of millennials being lazy are already believed by the majority of another generation, they base their perception of an individual on that stereotype. Millennial

participants also stated that they find it difficult to have and sustain authority over generation X. Millennials explain that they are placed in authority positions above generation X and many times they find it challenging to have and sustain their authority over them. This may be because generation X is older and has more experience than millennials might have. Millennial participants reported that they take offence when stereotypes are directed personally at them as individuals, just because they belong to a certain generational group.

The *third objective* and *fourth objective* of this study were to determine what recommendations are made by generation X and millennial participants to effectively manage generational stereotypes in the workplace. The main purpose of these two objectives was to determine generation X and millennial employees' viewpoints on what the organisation can do to efficiently manage generational stereotypes among themselves and in the workplace in general. Starting with recommendations generation X participants made, they recommended that management should strive towards a more cohesive atmosphere for employees to work together, especially when it comes to teamwork. Generation X participants also made some interesting suggestions with regard to the following, having a rotation system of managers in place, rewarding employees who work together with management to eliminate the impact and usage of stereotypes and recognising those employees who work hard to eliminate stereotypes in the workplace.

The findings continue, as generation X participants recommended that feedback on past events of stereotypes to be discussed and acknowledged, in order to improve the situation of stereotyping events, as well as acknowledging the acts of stereotyping that take place in the organisation. Furthermore, management should encourage performance-based assessments, which entails management measuring an employee based on their performance, rather than relying on the belief of stereotypes linked to that individual. Participants also suggested that management should take on effective leadership skills to manage stereotypes better and setting a leading example through effective leadership. A few participants suggested that management should ensure the right resources are in place to minimise stereotypes. Generation X participants also recommended that management should not allow stereotyping, making use of all resources at hand to prevent stereotypes from taking over and creating a toxic working environment. Management also needs to assist employees in disproving stereotypes, by utilising the right resources. There were some participants who stated that they had no recommendations or were unsure of what can be done by management.

Millennial participants also made a few recommendations for management to effectively manage generational stereotypes in the workplace. Millennials started by recommending that management should avoid a separation between generations across different seniority levels. Millennials also indicated another way of how management can better manage stereotypes, by rewarding employees to improve their morals and motivate them. According to literature, the main purpose of a rewarding system is to motivate, commit, develop and attract new employees (Jayawardena & Jayawardena, 2020). Markova (2003) mentioned that the success of an organisation is dependent on the development and value of employees' willingness and use of creativity and abilities. Millennials further recommended that management should recognise the existence of stereotypes and what the impacts thereof on employees and the organisation as a whole are. This draws back to management addressing the personal impact generations experience.

Participants also recommended that management should learn the pitfalls of stereotypes. Along with learning the pitfalls of stereotypes, management should also understand and accept generations' differences; they may be able to show the beneficial side of generational differences to generations. Millennial participants also recommended that management should be able to embrace individual feedback regarding stereotype situations. Additionally, it is recommended that management employ employees with a high emotional intelligence. Emotional intelligence is defined as individuals' problem-solving skills in areas that are related to emotion, recognising emotions in faces, being able to understand the meanings of emotion and words, and being able to manage their own emotions (Cacioppo, Semin, & Bernston, 2004; Haig, 2005). Employees should be able to handle their reactions and emotions better when coming across situations of stereotyping. Participants further recommended that due to the increase of diversity in the workplace, management can easily integrate all generations taking part in training programmes and teambuilding exercises. Management should also be able, with the assistance of teambuilding exercises and workshops, to help employees embrace change.

Millennial participants also mentioned that management should present training programmes, workshops and teambuilding exercises and workshops. These stereotypes can disclose and explore stereotypes. The main aim of these workshops is to change and innovate new mind-sets on the topic of generational stereotypes and to change and improve teamwork among generations to produce better quality work and encourage more effective teamwork. Effective teamwork can be fostered in an environment that acknowledges the values, talents and work ethics of each generation (Eastland & Clark, 2015; Lyons, 2014). This should be the focus of management when it comes to teamwork

between different generations. Participants further mentioned that employees' strengths and weaknesses should be identified to capitalise on them.

Overlap of generation X and millennial participants' recommendations for organisations

Both generation X and millennial participants presented a few recommendations that were of similar nature. Both generations made the suggestion that management needs to create stereotype awareness. Generation X participants mentioned that if each generation is aware of the stereotypes against them personally or their generation, management can assist them in proving that those stereotypes do not impact their work ethic. For instance, all millennials are stereotyped as lazy, and in this suggestion, participants stated that management should help eliminate the beliefs of stereotype as millennials being lazy, as this does not impact their work ethic.

The next suggestion includes management providing sufficient resources to enable generations to work together effectively. Both generations' responses did not clearly state what resources are needed for effective teamwork to take place. However, the researcher interpreted these resources as teambuilding workshops and exercises that raise the issue of stereotypes in the workplace. The last suggestion both generations made is that management needs to encourage teamwork between generation X and millennials. The recommendations made from each participant are from their own personal viewpoint and experience on how management can improve their strategies. This research objective was met through practical, effective and efficient recommendations that management can easily implement with the assistance of human resource management.

Overview of remaining findings

The discussion further continues with a few research questions asked to generation X and millennial participants, in order to fully comprehend how and why generational stereotypes have a negative impact in the workplace.

The impact of negative stereotypes in the workplace

The researcher asked generation X participants whether generational stereotypes have a negative impact in the workplace and, if so, in what regard. There were no positive impacts reported by any participant. The majority of generation X participants indicate that generational stereotypes cause conflict and tension between generations in the workplace. There are some literature sources that collaborate with the findings of this present study. According to literature, generational tension caused by generational stereotyping leads to miscommunication and mistrust (Sakdiyakorn & Wattanacharoensil, 2017). Generation X participants also indicated that generational stereotypes

impact teamwork and group projects in a negative way. Another way how generational stereotypes can negatively impact the workplace is by serving as a barrier to fully develop employees' full potential. For instance, as seen in Chapter 2, generation X are stereotyped as not being creative or innovative. Due to that stereotype, they would never get the chance to prove their worth.

Participants also reported that generational stereotypes tend to create the beliefs of inaccurate stereotypes against them as individuals or their generation and cause a lack of respect among generations. For instance, generation X is being stereotyped as lacking in creativity and innovation, and millennials would treat them accordingly by not valuing their input or opinions when it comes to group projects. Participants further mentioned that, due to generational stereotypes, generations ignore each other and this may cause them not wanting to work together, another potential impact of ineffective group work between generations. The last theme reported was that stereotypes are disregarded. Generation X participants feel that their opinions are being disregarded and not being valued and this is also another factor that hinders effective group work and a cohesive atmosphere to work together.

The impact of positive stereotypes in the workplace (generation X)

This research question is the opposite of the above-mentioned question. Generation X participants indicated that generational stereotypes may have the potential to create opportunities for generations to learn from one another. If generations get to know one another better, it would improve the quality of work in group projects and teamwork. Participants further stated that millennials could learn from their generation, allowing them to share their wisdom and experiences. Generation X participants acknowledge that generational stereotypes can have a positive impact in the workplace by acknowledging and noticing the generational differences between generation X and millennials, and seeing the advantages of these differences. Two interesting themes reported in the category are developing new information and it being good to have diversity. Generations are constantly developing new information so they can learn from one another; what this information entails was not clearly stated by the participant. The findings further indicate that awareness should be created for each generation's needs. The reason why generations' needs should be addressed and looked after, is to keep them in the organisation as long as possible. Generational stereotypes should also be surmounted, and this can only be enabled if generations shift their perspective and see their fellow generation without stereotypes.

The impact of negative stereotypes in the workplace (millennials)

Millennial participants were asked if generational stereotypes negatively impact the workplace and in what ways. There were also no positive impacts reported here. The findings start with millennial participants stating that generational stereotypes create inaccurate assumptions. Generational stereotypes also negatively impact work relationships and have the potential to cause misconceptions of individuals. Millennial participants further show that if individuals believe the stereotypes that are directed at them, they are reluctant to try alternative ways of doing and being reluctant to work together.

Millennials added that they feel offended because of generational stereotypes directed at them personally and/or their generation. Generational stereotypes also have the potential to impact how individuals treat others based on their generation. Generations are treated in accordance with stereotypes based on their values and interest, rather than based on the individual themselves. A sense of unhealthy competitiveness exists between generations, leading to inefficient teamwork and a decrease in productivity. Due to generations believing the stereotypes about another generation, they have certain unrealistic expectations of that generation's behaviour. Stating that if a generation does not behave in the expected manner, conflict can arise from it.

Participants also reported that members of a generational group do not always recognise members of another generation as individuals, as not every stereotype is applicable to all members of that generational group. Miscommunication and conflict between generations exist because of generational stereotypes and the belief of them. There is some literature that collaborates with the findings of this study. According to Urick, Hollensbe, Masterson, and Lyons (2017), intergenerational conflict is a result of past interacting experiences with other generations – relying on past interactions and experiences creates conflict. When it comes to teamwork between different generations, some individuals' strengths are being overlooked. Not only is there ineffective teamwork among generations, but also a decrease in productivity from generations. According to millennials, in- and out-groups are being created. According to the social identity theory, stereotyping is based on the tendency to group things or people together. The same occurs when one generation groups another generation into categories. Millennials would see themselves as the in-group and generation X perceived as the out-group, posing the differences between the two groups and similarities within their own group (Tjafel & Turner 1979). The last themes reported are that millennials feel that generational stereotypes cause a decrease in trust between generations, feeling that they cannot trust one another.

Positive stereotype impact (millennials)

This research question presented millennial participants reporting on whether generational stereotypes can have a positive impact in workplace and in what ways. Millennials started by saying that when the organisation starts to focus on a generation's values, they can enhance new or good quality business. If generations are prepared to work together, they may identify problems sooner and find solutions quicker, by looking past the stereotypes that may be connected to that individual or generation. Generational stereotypes can also increase innovation among generations. The next impact reported would be more suitable as advice than a positive impact. An individual should rather be rooted and grounded in convictions, than not have any. Millennials further indicated that generational stereotypes have the potential to create experience-based teaching of generation X. This again would indicate millennials adapting to a willing to learn spirit to absorb the knowledge and experiences generation X aims at teaching them. Generational stereotypes also enable the impact of generations to capitalise on each other's strengths to improve the quality of work done in teams. Millennials further indicate that generational stereotypes also create unity between old and new. Today's workforce is more diverse and multigenerational, which includes generation X and millennials. These two different generations have their own unique values and work preferences (Bursch, 2014), this may cause generations to clash and find them in a conflicting situation. However, if generations can look past these differences, they will see the unity it brings between generation X and millennials; seeing what generation X and millennials bring to the table and how beneficial this may be. More often than not, generational differences between generations would enable employees to acknowledge more similarities than differences between them.

Recommendations for employees (generation X)

Generation X participants recommended that employees participate in teambuilding and workshop exercises, assisting them to gain knowledge and practical experience on how and when stereotyping occurs, and how to prevent stereotyping from happening. Participants further recommended that each generation should become more aware of stereotypes and the fact that they are happening in their generation or against their generation. Employees should disprove the stereotypes others believe are against them or to their generational group.

Furthermore, generation X participants recommended that generations should encourage learning, like generation X striving to share their wisdom and experience in order for millennials to learn from them. The rest of the themes reported are fairly simple and clear. Employees need to utilise the resources at hand and what is given to them by management to improve their management skills of handling stereotypes. Generations need to be aware of the impact that stereotypes have on them as

individuals and their generation. If employees are aware of their own strengths, they would be able to use them to their and their group's advantage.

Recommendations for employees (millennials)

Millennial participants had the following recommendations for themselves and their fellow generation (generation X) to better manage generational stereotypes among them. The first recommendation millennial participants made is that employees of different generations need to be more open-minded to step out of their comfort zone. Participants added that employees should be more open to different viewpoints and explore these viewpoints before making a decision. Participants also recommended that employees should increase their knowledge of stereotypes and should be more sensitive to them, as they are the ones who would handle stereotypes at the end of the day. Employees should remember to be respectful towards their fellow employees. Participants also recommended that employees should make use of technology to engage and get to know one another. Participants specifically made reference to using technology in such a way that enables them to see what similarities there are between them, making it a bit easier to engage and get to know them better. However, a contradicting finding is found by another participant, stating that they should rely less on technology. Finding the positive to these recommendations is having a mid-way in terms of technology use when getting to know fellow generations. This means using technology with limits.

Generations should be able to have a mutual understanding among each other as well as listening to understand. Another recommendation made is to avoid making assumptions based on stereotypes. Employees should learn to look past stereotypes before making any sort of judgements (positive or negative) about an individual or their generation. Employees of one generation should stop projecting their beliefs onto others; this is generally speaking. Employees should also learn to disregard stereotypes and not pay any attention to them. When it comes to communication between generations, there is somewhat of a barrier there. Therefore, employees should adapt their communication patterns to an unbiased and transparent way.

Participants further recommended that employees should step out of their comfort zone to get to know fellow generations. When it comes to teamwork, employees should consider inputs from other generations with equal respect. By considering their input, they are being respected as a fellow employee and as an effective contributor to the organisation. Employees should lead by example in order to refute stereotypes between them and another generation. Millennials also

recommended that generations should recognise employees as individuals. The last recommendations included effective communication and acceptance of diversity.

Overlap between generation X and millennials' recommendations for employees

Within the next category, there were more similarities between generations' recommendations on how to manage generational stereotypes between them and in the working environment. Participants started by suggesting that generations get to know one another. This will create the opportunity for generations to get to know one another and perhaps see more similarities than differences between them. Both generations recommended that themselves and their fellow employees need to identify their fellow employees' strengths, even if those employees are from another generation. This would bring the advantage to be able to work effectively as a group. It is employees' responsibility to ensure that they identify similar interest that generations may have in common with each other. Employees need to acknowledge the generational differences between them and other generations and identify the advantages that can take place when looking past them.

The recommendations continue with both generations suggesting that employees should be able to identify and acknowledge each employee's strengths and weaknesses when it comes to teamwork and projects, making teamwork more effective and producing better quality work and creating a cohesive atmosphere for them to work in. The findings further indicate that generations need to learn to respect and accommodate each generation. The last suggestion made is to identify similarities. This suggestion can only truly be fulfilled once all the above-mentioned suggestions have taken place. If generations accept generational differences, they may be able to engage and get to know one another in order to find similarities between them.

Practical implications

The results of this study revealed the impact that generational stereotypes have on employees themselves, how their work ethic is being impacted, as well as their personal working experience. Both generations experience the impact of stereotypes in different ways, however leading to one concrete conclusion being that generational stereotypes cause conflict between them, which affects their performance, productivity and working relationships. The study also indicated some positive impacts reported from both generations.

Additionally, participants had the opportunity to provide some recommendations for future practice and themselves to effectively handle generational stereotypes and the impact thereof. Generation X and millennials both made similar recommendations with regard to implementing regular

workshops and team building exercises to explore generational stereotypes and understanding why they occur – implementing ways to overcome stereotypes and having a change mind-set.

Limitations

The main purpose of this research study was to explore the impact of generational stereotypes in South Africa. The research study consisted of two research articles, which are different from one another, although the limitations reported are similar. The researcher provided an overview of the limitations in research article 1. The first limitations found was in the sample size of the study, the second limitation was the limited working industries included within the South African workforce. The third limitation reported was the choice of data collection method. The last limitation was found in the research questions.

Recommendations

The recommendations are based on the limitations reported in the study. As previously mentioned, the limitations are similar in both articles, and the same applies to the recommendations. The research has provided an overview of recommendations made. With regard to the first limitation, having a larger sample size, that would include more industries in the workforce, based on the second limitation. Based on the third limitations, future research studies should make use of another data collection method (for e.g. face-to-face interviews). The last recommendation is including more in-depth interview questions that would help gain a more in-depth understanding why generations hold these stereotypes over one another.

Conclusion

Taken from the above-mentioned, it seems clear that stereotypes are mainly about perspective and inaccurate perceptions carried and believed by society. Each individual is personally impacted by stereotypes, whether they are from the same generation or not. The most common way in which generations are impacted is beliefs about inaccurate stereotypes against them, resulting in tension and conflict building up between them. Although the recommendations made by both generations can be executed fairly and effectively, it still rests on the shoulders of employees. Only they as individuals can have a change in mind-set, belief and perspective to disregard stereotypes and look past them. The main change that is needed to manage stereotypes more effectively and preventing further negative impact, is by accepting one another's generational differences. Once that mind-set had shifted, effective teamwork between generations would be possible to the advantage of the organisation and employees themselves.

References

- Allport, G. W. (1954). The nature of prejudice. *Industrial and Organizational Psychology*, 8(3), 324-331.
- Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research*, 1, 383-384. <https://doi:10.1177/146879410100100307>
- Argentoro, P., & Dordoni, P. (2015). When age stereotypes are employment barriers: a conceptual analysis and literature review on older workers stereotypes. *Aging International*, 40, 396-397. <https://doi:10.1007/s12126-015-9222-6>
- Arthur, J. B. (1994). Effects of human resource systems on manufacturing performance and turnover. *Academy of Management Journal*, 37, 671-672.
- Armstrong, M. (2005). *A handbook of human resource management practice*. London & Philadelphia, Kogan Page Ltd.
- Aronson, J. (1994). A pragmatic view of thematic analysis. *The Qualitative Report*, 2, 1-3. Retrieved from [http://www.nova.edu/ssss/QR/Back Issues/QR2-1/aronson.html](http://www.nova.edu/ssss/QR/Back%20Issues/QR2-1/aronson.html).
- Ayalon, L., & Tesch-Römer, C. (2018). *Contemporary perspectives on ageism*. (19th ed.). Springer Open.
- Bal, A. B., Reiss, A. E. B., Rudolph, C. W., & Baltes, B. B. (2011). Examining positive and negative perceptions of older workers: A meta-analysis. *The Journal of Gerontology. Series B Psychological Sciences and Social Sciences*, 66(6), 687-698.
- Bal-Tar, D. (2000). *Shared beliefs in a society: Social psychological analysis*. Thousand Oaks, CA: Sage.
- Beck, U., & Beck-Gernsheim, E. (2002). *Individualization*. London: Sage.
- Bergh, Z. C., & Theron, A. L. (2009). *Psychology in the work context* (4th ed.). Cape Town, South Africa: Oxford University Press.
- Blauth, C., McDaniel, J., Perrin, C., & Perrin, P. B. (2011). *Age-based-stereotypes: Silent killer of collaboration and productivity*. 1-7.
- Brink, L. (2014). *The exploration of stereotypes within selected South African organisations*. (doctoral thesis).
- Brink, L., & Nel, J. A. (2015). Exploring the meaning and origin of stereotypes amongst South African employees. *SA Journal of Industrial Psychology*, 41(1), 6-8. <https://doi:10.4102/sajip.v41i1.1234>.

- Brinck, Q., & Larsson, H. (2019). *Workplace values, suitable employment and turnover intention: A generational perspective*. (Unpublished master's dissertation).
- Buelens, M., Sinding, K., Waldstrøm, Kreitner, R., & Kinicki, A. (2011). *Organisational behaviour*. McGraw-Hill Education (pp.394-395).
- Bursch, D. (2014). Managing the multigenerational workplace. UNC, Kenan-Flagler Business School. Retrieved from: www.execdev.unc.edu
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology.
- Bryman, A., & Bell, E. (2011). *Business research methods* (3rd ed.). New York, NY: Oxford University Press.
- Cassell & G. Symon. *Essential guide to qualitative methods in organisational research*. Sage, 2004.
- Chan, M. (2019). *The negative impact of positive stereotyping: relationships between positive stereotypes, perceived competence and perceived potential for leadership* (Unpublished honour's dissertation). Brigham Young University.
- Carrim, N. M. H. (2016). 'Shh... quiet! Here they come'. Black employees as targets of office gossip. *Journal of Psychology in Africa*, 26(2), 180-185.
- Chiu, W. C. K., Chan, A. W., Snape, E., & Redman, T. (2001). Age stereotypes and discriminatory attitude towards older workers: An East-West comparison. *Human Relations*, 54, 629-661.
- Combs, J., Liu, Y., Hall, A., & Ketchen, D. (2006). How much do high-performance work practices matter? A meta-analysis of their effects on organizational performance. *Personnel Psychology*, 59, 501-504.
- Comeau-Kirschner, C. (1999, May). Navigating the roadblocks. *Management Review*, 88(5), 8.
- Cortina, L. M., Magley, V. J., Williams, J. H., & Langhout, R. D. (2001). Incivility in the workplace: Incidence and impact. *Journal of Occupational Health Psychology*, 6(1), 64-80.
- Cordova, D. (2017). *Google Forms (general data collection)*. Retrieved 06 February 2020 <https://support.apu.edu/hc/en-us/articles/115008769768-Google-Forms-general-data-collection->
- Corwin, R. G. (1969). Patterns of organizational conflict. *Administrative Science Quarterly*, 14, [https://507–520. https://doi:10.2307/2391588](https://doi.org/10.2307/2391588)
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed method approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

- Crump, B. J., Logan, K. A., & McIlroy, A. (2007). Does gender still matter? A study of the views of women in the ICT industry in New Zealand. *Gender, Work & Organization*, 14(4), 349-370.
- Co'te, L., & Turgeon, J. (2005). Appraising qualitative research articles in medicine and medical education. *Medical teacher*, 27(1), 72-73.
- Cuddy, A. C., Fiske, S. T., & Glick, P. (2007). The BIAS map: Behaviours from intergroup affect and stereotypes. *Journal of Personality and Social Psychology*, 92, 631.
<https://doi.org/10.1037/0022-3514.92.4.631>
- Cox, T. H., & Blake, S. (1991). Managing cultural diversity: Implications for organizational competitiveness. *Academy of Management Perspectives*, 5(3), 45-46.
- Cox, L. V. (2016). Understanding millennial, Generation X, and Baby Boomer preferred leadership characteristics: Informing today's leaders and followers.
- Costanza, D. P., Badger, J. D., Yost, A. B., & Severt J. B. (2017). A review of analytical methods used to study generational differences: Strengths and limitations. *Work Aging Retirement*, 3(2), 149-165. <https://doi: 10.1093/workar/wax002>
- Czopp, A., Kay, A. & Cheryan, A. (2015). Positive stereotypes are pervasive and powerful. *Perspectives on Psychological Science*, 10(4), 451-452.
- Dalton, C. (2006). *The face of diversity is more than skin deep. Business Horizons*, 49, pp 87-90;
 Konrad, A. M., Prasad, P. and Pringle, J.K. (2006). *Handbook of workplace Diversity*. SAGE Publications: London;
- Darwin, J. R. & Palanisamy, C. S. (2015). The effects of workforce diversity on employee performance in Singapore organizations. *International Journal of Business Administration*, 6(2), 18-20.
- Delaney, J. T., & Huselid, M. A. (1996). The impact of Human Resource Management practices on perceptions of organizational performance. *The Academy of Management Journal*, 39, 949-951.
- Derry, S. J. (1999). A fish called peer learning: Searching for common themes. *Cognitive perspectives on peer learning*, 9(1), 197-211.
- DeSantis, L., & Ugarriza, D. (2000). The concept of theme as used in qualitative nursing research. *Western Journal of Nursing Research*, 22, 351-352.
<https://doi:10.1177/019394590002200308>

- Dirks, K. T., & Parks, J. M. (2003). *Conflicting stories: The state of the science of conflict*. In J. Greenberg (Ed.), *Organizational behaviour: The state of the science* (pp. 283-293).
- Dols, J., Landrum, P., & Wieck, K. L. (2010). Leading and managing an intergenerational workforce. *Creative Nursing*, 16(2), 68-74.
- Dordoni, P. & Argentero, P. (2015). When age stereotypes are employment barriers: A conceptual analysis and a literature review on older workers stereotypes. *Ageing International*, 40(4), 401-403.
- Eitkan, I., & Babatope, O. (2019). A basic approach in sampling methodology and sample size calculation. *Midlife Cynics*, 52.
- Ernest, P. (1995). The one and the many. In L. Steffe, & J. Gale (Eds.), *Constructivism in education* (pp. 459-486). Hillsdale, NJ: Lawrence Erlbaum.
- Eastland, R., & Clark, K. R. (2015). Managing generational differences in radiology. *Radiology Management*, 37(3), 53.
- Eitkan, I., & Babatope, O. (2019). A basic approach in sampling methodology and sample size calculation. *Medlife Cynics*, 52.
- Ferri-Reed, J. (2014). Millennializing the workplace. *The Journal for Quality and Participation*, 37(1), 13-14.
- Finkelstein, L. M., King, E. B., & Voyles, E. C. (2015). Age meta-stereotyping and cross-age workplace interactions: A meta view of age stereotypes at work. *Work, Aging and Retirement*, 1, 26-40.
- Finn, J. (1999). An exploration of helping processes in an online self-help group focusing on issues of disability. *Health and Social Work*, 24, 220-231.
- Fisher, M. (2010). Diversity management and the business case. In K. Kraal, J. Roosblad & I. Wrench. (Eds.). *Equal Opportunities and Ethnic Inequity in European labour markets Discrimination, Gender and Policies of Diversity* (pp. 95-118). Amsterdam: Amsterdam University Press.
- Fiske, S. T. (1998). Stereotyping, prejudice, and discrimination. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *Handbook of Social Psychology* (pp., 357-378). Boston: McGraw-Hill.
- Fiske, S. T., & Lee, T. L. (2008). Stereotypes and prejudice create workplace discrimination. In A.P. Brief (Ed.), *Cambridge Companions to Management. Diversity at Work* (pp. 40-42). New York, NY, US: Cambridge University Press.

- Finkelstein, L. M., Burke, M. J., & Raju, M. S. (1995). Age discrimination in simulated employment contexts: An integrative analysis. *Journal of Applied Psychology*, 80(6), 652-663.
- Finkelstein, L. M., Ryan, K. M., & King, E. B. (2013). What do the young (old) people think of me? Content and accuracy of age-based met stereotypes. *European Journal of Work and Organizational Psychology*, 22, 633-657. <https://doi:10.1080/1359432X.2012.673279>
- Foster, K. (2013). Generation and discourse in working life stories. *The British Journal of Sociology*, 64, 195-215. <https://doi:10.1111/1468-4446.12014>
- Frost, N. (2011). *Qualitative research methods in psychology: Combining core approaches*. London, England: Open University Press.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Boston: Pearson.
- Glick, M. (2017). Believing is seeing: Confirmation bias. *The Journal of the American Dental Association*, 148(3), 131-132.
- Goldstein, E. B. (2007). *Sensations and perception*, (7th ed.). New York: Wadsworth/Thomson.
- Goos, M., & Manning, A. (2007). Lousy and lovely jobs: The rising polarization of work in Britain. *The Review of Economics and Statistics*, 89(1), 118-133.
- Guthrie, L. (2012). The next generation of workers. Retrieved from www.kenblanchard.com/img/pub/Blanchard_Next_Generation_of_Workers.pdf
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Sage.
- Guest, D. E. (1997). Human resource management and performance: A review and research agenda. *International Journal of Human Resource Management*, 8, 264
- Gellert, F. J., & Kuipers, B. S. (2008). Short- and long-term consequences of age in work teams: An empirical exploration of ageing teams. *Career Development International*, 13(2), 132-149. <https://doi.org/10.1108/13620430810860549>
- Greller, M. M., & Stroh, L. K. (2004). Making the most of “late-career” for employers and workers themselves: Becoming elders not relics. *Organizational Dynamics*, 33(2), 202-214. <https://doi:10.1016/j.orgdyn.2004.01.007>
- Guthrie, L. (2012). The next generation of workers. Retrieved from www.kenblanchard.com/img/pub/Blanchard_Next_Generation_of_Workers.pdf
- Habermas, J. (1996). *The Habermas Reader*. Cambridge: Polity Press.

- Hayes, J., Parks, C., McNeilly, S., & Johnson, P. (2018). Boomers to Millennials: Generational stereotypes at work in academic librarianship. *Journal of Academic Librarianship* 44(6), 845-853. <https://doi.org/10.1016/j.acalib.2018.09.011>
- Haig, B. D. (2005). An abductive theory of scientific method. *Psychological Methods*, 10(4), 371-388. <https://doi:10.1037/1082-989X.10.4.371>
- Heilman, M. E. (2012). Gender stereotypes and workplace bias. *Research in Organizational Behaviour*, 32, 113-135.
- Hirschfeld, R. R., & Thomas, C. H. (2011). Age- and gender-based role incongruence: implications for knowledge mastery and observed leadership potential among personnel in a leadership development program. *Personnel Psychology*, 64, 661-692.
- Hollins, E. R. (1996). *Culture in school learning*. Mahwah, NJ: Lawrence Erlbaum.
- Huselid, M. A. (1995). The impact of human resource management practices on turnover, production and corporate financial performance. *Academy of Management Journal*, 38, 635-638.
- Jayawardena, N. S., & Jayawardena, D. (2020). The impact of extrinsic and intrinsic rewarding system on employee motivation in the context of Sri Lankan apparel sector. *International J. Business Excellence*, 20(1), 59.
- Johnson M, Johnson L. Signposts (2010). Harbingers of things to come. In: *Generations, Inc.: From Boomers to Linksters – Managing the Friction between Generations at Work*. (PP8). New York, NY.
- Jones, L. M. (2017). Strategies for retaining a multigenerational workforce. (Published doctoral dissertation). Walden University, p 103-104.
- Jehanzeb, K., & Bashir, N. A. (2013). Training and development program and its benefits to employee and organization: A conceptual study. *European Journal of Business and Management*, 5(2).
- Joubert, Y. T. (2012). *Towards an organizational team sport intervention model for managing a diverse workforce*. Pretoria: University of South Africa.
- Joubert, Y. (2017). Workplace diversity in South Africa: Its qualities and management. *Journal of Psychology in Africa*, 24(4), 367.
- Kanfer, R. & Ackerman, P. L. (2004). Ageing, adult development, and work motivation. *Academy of Management Review*, 29(3), 440-458.

- Kassin, S., Fein, S., & Markus, H.R (2011). *Social psychology*. (8th ed.). Wadsworth, OH: Cengage Learning.
- Kappor, C., & Solomon, N. (2011). Understanding and managing generational differences in the workplace. *Worldwide Hospitality and Tourism Themes*, 3(4), 308. [https://doi: 10.1108/175542111111162435](https://doi.org/10.1108/175542111111162435)
- Karimi, J. M. N., & Busolo, E. (2019). Influence of age diversity on organisational performance: A case study of AAR group. *The University Journal*, 1(3), 57-59.
- Kicheva, T. (2017). Management of employees from different generations-challenges for Bulgarian managers and Hr professionals. *Economic Alternatives*, 1, 103-104
- Kiley, J. (2011). Workplace learning. In Z. Bergh (Ed.), *Introduction to work psychology* (pp. 161-195). Cape Town, South Africa: Oxford University Press.
- Kreitner, R., & Kinicki, A. (2010). *Organizational behaviour* (9th ed.). New York, NY: McGraw-Hill.
- Kearney, E., Gebert, D., & Voelpel, S. (2009). When and how diversity benefits teams: The importance of team members' need for cognition. *Academy of Management Journal*, 52(3), 581-598.
- King, N. (2004). Using templates in the thematic analysis of text.
- Koch T (1994) Establishing rigour in qualitative research: a decision trail. *Journal of Advanced Nursing*, 19, 976-986.
- Koch, A. J., D'Mello, S. D., & Sackett, P. R. (2015). A meta-analysis of gender stereotypes and bias in experimental simulations of employment decision making. *Journal of Applied Psychology*, 100 (1).
- Kowske, B. J., Rasch, R., & Wiley, J. (2010). Millennials' (lack of) attitude problem: An empirical examination of generational effects on work attitudes. *Journal of Business and Psychology*, 25(2), 265-279. [https://doi: 10.1007/s10869-010-9171-8](https://doi.org/10.1007/s10869-010-9171-8)
- Kozlowski, S. W., & Ilgen, D. R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest*, 7(3), 78-79.
- Kooij, D. T. A. M., Jansen, P. G. W., Dikkers, J. S. E., & Lange, A. H. E. E. (2010). The influence of age on the associations between HR practices and both effective commitment and job satisfaction: A meta-analysis. *Journal of Organisational Behaviour*, 1111-1114.

- Kosseck, E. E., Lobel, S. A., & A. J. Brown. (2005). Human resource strategies to manage workforce diversity, in *Handbook of Workplace diversity*, A. M. Konrad, P. Prasad (Eds.)
- Kumar, R., & Srivastava, R. R. (2018). Ageing workforce: Negative age stereotypes and their impact on older workers. *International Journal of Research Social Sciences*, 5(1), 302-306.
- Kupperschmidt, B. R. (2000). Multigenerational employees: strategies for effective management. *The Health Care Manager*, 19, 65-66.
- Lamont, R. A., Swift, H. J., & Abrams, D. (2015). A review and meta-analysis of age-based stereotype threat: Negative stereotypes, not facts, do the damage. *Psychology and Aging*, 30(1), 180-183. <https://doi:10.1037/a0038586>.
- Lester, S. W., Standifer, R. L., Schultz, N. J., & Windsor, J. M. (2012). Actual versus perceived generational differences at work an empirical examination. *Journal of Leadership & Organizational Studies*, 19, 341-354. <https://doi:10.1177/1548051812442747>
- Loomis, J.E. (2000), *Generation X, Rough Notes Co.*, Indianapolis, IN.
- Luthans, F. (2010). *Organizational behaviour: An evidence-based approach* (12th ed.). New York, NY: McGraw Hill.
- Lopez, G. L., Figueroa, M., Connor, S. E., & Maliski, S. L. (2008). Translation barriers in conducting qualitative research with Spanish speakers. *Qualitative Health Research*, 18(12), 1729. <https://doi:10.1177/1049732308325857>
- Lyons, S. T., Schweitzer, L., & Ng, E. S. W. (2015). How has career changed? An investigation of changing career patterns across four generations. *Journal of Managerial Psychology*, 30, 16-19. <https://doi:10.1108/JMP-07-2014-0210>
- Lyons, S., & Kuron, L. (2014). Generational differences in the workplace: a review of the evidence and directions for future research. *Journal of Organisational behaviour*, 35(1), 139-141. <http://dx.doi.org/10.1002/job.1913>
- Marková, I. (2003) Diabolicsity and Social Representations: *The Dynamics of Mind*, Vol. 1, Cambridge University Press, UK.
- McCann, R., & Giles, H. (2002). Ageism in the workplace: A communication perspective. *Ageism: Stereotyping and prejudice against older persons*, 163-199.
- McMahon, M. (1997). *Social Constructivism and the World Wide Web – A Paradigm for Learning*. Perth, Australia.

- Madon, S. et al. (2001). Ethnic and National Stereotypes: The Princeton Trilogy Revisited and Revised. *Personality and Social Psychology Bulletin*, 27, 996-1010.
- Magilvy, J. (2003). Qualitative Designs in K. Oman, M. Krugman, & P. Fink (Eds.), *Nursing Research Secrets* (pp. 123-127). Philadelphia, PA: Hanley & Beltus, Inc.
- Maurer, T. J. (2001). Career-relevant learning and development, worker age, and beliefs about self-efficacy for development, *Journal of Management*, 27, 123-140.
- Maurer, T. J., Barbeite, F. G., Weiss, E. M. & Lippstreu, M. (2008). New measures of stereotypical beliefs about older workers' ability and desire for development: Exploration among employees age 40 and over. *Journal of Managerial Psychology*, 23, 395-418.
- Mann, C., & Stewart, F. (2002). Internet interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 603-628). Thousand Oaks, CA: Sage.
- McMahon, M. (1997, December). Social Constructivism and the World Wide Web – A Paradigm for multigenerational work environments. In Finkelstein, L., Truxillo, D., Fraccaroli, F., & Kanfer, R. (Eds.) *SIOP Organizational Frontier Series: Facing the Challenges of a Multi-Age Workforce: A Use Inspired Approach* (pp. 253-282). New York: Psychology Press.
- MacDuffie, J. P. (1995). Human resource bundles and manufacturing performance: Organisational logic and flexible production systems in the world auto industry. *Industrial and Labour Relations Review*, 48, 197-221.
- May, D. R., Gilson, R. L., & Harter, L. M. (2004). The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work. *Journal of Occupational and Organizational Psychology*, 77(1), 11-13.
[https://doi:10.1348/096317904322915892](https://doi.org/10.1348/096317904322915892)
- Murphy, S. (2007). *Leading a Multigenerational Workforce*. Washington, D.C.: AARP.
- Murray, K., Toulson, P., & Legg, S. (2011). Generational cohorts' expectations in the workplace: a study of New Zealanders. *Asia Pacific Journal of Human Resources*, 49(4), 467. [https://doi:10.1177/1038411111423188](https://doi.org/10.1177/1038411111423188).
- Neugebauer, J. (2017). Equality and diversity in the workplace. G. Rees, & P. E. Smith (Eds.), *Strategic human resource management: An International perspective* (pp. 326-332). SAGE
- Niewenhuis, J. (2010). Introducing qualitative research. In K. Maree (Ed.), *First steps in research* (pp. 46-68). Pretoria, South Africa: Van Schaik Publishers.

- Ng, T. W., & Feldman, D. C. (2012). Evaluating six common stereotypes about older workers with met analytical data. *Personnel Psychology*, 65(4), 835-840.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: string to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 3-11.
- O'Neill, T. A., Allen, N. J., & Hastings, S. E. (2013). Examining the “pros” and “cons” of team conflict: a team-level meta-analysis of task, relationship, and process conflict. *Human Performance*, 26(3), 236-260.
- Patota, N., Schwartz, D., & Schwartz, T. (2007). Leveraging generational differences for productivity gains. *Journal of American Academy of Business*, 11(2), 3-5.
- Paauwe, J., & Richardson, R. (1997). Introduction (to special edition on HRM and performance). *International Journal of Human Resource Management*, 8, 257-262.
- Pettigrew, T. F., & Tropp, L. R. (2011). *When groups meet: The dynamics of intergroup contact*. New York: Psychology Press.
- Parry, E., & Urwin, P. (2011). Generational differences in work values: A review of theory and evidence. *International Journal of Management Reviews*, 13(1), 79-96. [https://doi:10.1111/1/j.1468-2370.2010.00285.x](https://doi.org/10.1111/1/j.1468-2370.2010.00285.x)
- Pettigrew, T. F. (1997). Generalized intergroup contact effects on prejudice. *Personality & Social Psychology Bulletin*, 23, 173-185. [https://doi:10.1177/0146167297232006](https://doi.org/10.1177/0146167297232006)
- Perry, E. & Finkelstein, L. (1999). Toward a broader view of age discrimination in employment-related decisions: a joint consideration of organizational factors and cognitive processes. *Human Resource Management Review*, 9(1), 21-49.
- Perry, E. L., Hanvongse, A., & Casoinic, D. (2013). Making a case for the existence of generational stereotypes: A literature review and exploratory study. In R. Burke, C. Cooper, & J. Field (Eds.), *Handbook on aging, work and society* (pp. 416-442). London, United Kingdom: Sage.
- Pickering, M. (2001). *Stereotyping: The politics of representation*. New York, NY: Palgrave Publishers Ltd.
- Pritchard, K. & Whiting, R. (2017). Investigating understandings of age in the workplace. In: Niven, K. and Lewis, S. and Kagan, C. (eds.) *Making a Difference with Psychology. The Richard Benjamin Trust*, (pp. 225- 226).

- Posthuma, R. A., & Campion, M. A. (2009). Age stereotypes in the workplace: Common stereotypes, moderators, and future research directions. *Journal of Management*, 35(1), 158-166.
- Posthuma, R. A., Wagstaff, M. F., & Campion, M. A. (2012). Age stereotypes and workplace age discrimination. In W. C. Borman & J. W. Hedge (Eds.), *The Oxford handbook of work and aging* (pp. 299-301). New York: Oxford University Press.
- Pahos, N., & Galanaki, E. (2018). Staffing practices and employee performance the role of age. 2-3.
- Reiss, A. (2010). *Generational differences in reaction to negative feedback*. Wayne State University, 1-3.
- Raymer, M., Reed, M., Spiegel, M., & Purvanova, R. K. (2017). An examination of generational stereotypes: as a path toward reverse ageism. *The Psychologist Manager Journal*, 20(3), 152.
- Ryan, E. B., Giles, H., Bartolucci, G., & Henwood, K. (1986). Psycholinguistic and social psychological components of communication by and with the elderly. *Language Communication*, 6, 1-24. [https://doi.org/10.1016/0271-5309\(86\)90003](https://doi.org/10.1016/0271-5309(86)90003)
- Richard, O. C. (2000). Racial diversity, business strategy, and firm performance: A resource-based view, *Academy of Management Journal*, 43(2), 164-177.
- Tolbize, A. (2008). *Generational differences in the workplace*. University of Minnesota, 2-4.
- Roller, M. R., & Lavrakas, P. J. (2015). *Applied qualitative research design: A total quality framework approach* (pp 64). New York, NY: Guilford Press.
- Roberson, L., & Kulik, C. T. (2007). Stereotype threat at work. *Academy of Management Perspectives*, 21(2), 24-40.
- Rauschenbach, C., & Hertel, G. (2012). Age stereotypes about emotional resilience at work. *Educational Gerontology*, 38(8), 511-519. <https://doi:10.1080/03601277.2011.567187>
- Rudolph, C. W., & Zacher, H. (2015). Intergenerational perceptions and conflicts in multi-age and multigenerational work environments.
- Salmons, J. (2014). *Qualitative online interviews: Strategies, design, and skills*. Sage Publications.
- Sakdiyakorn, M. & Wattanacharoensil, W. (2017). Generational diversity in the workplace: a systematic review in the hospitality context, *Cornell Hospitality Quarterly*, 1-25.
- Sawyer, K., & Clair, A. J. (2020). Stereotypes at work. *Organisational Behaviour*. 1-12. <https://doi:10.1093/acrefore/978019224851.013.50>

- Seekings, J. (2008). The continuing salience of race: Discrimination and diversity in South Africa. *Journal of Contemporary African Studies*, 26(1), 1-25. <https://doi.org/10.1080/02589000701782612>
- Scheinder, D. J. (2004). *The psychology of stereotyping*. New York: Guilford
- Schipers, M. C., Den Hartog, D. N., Koopman, P. L., & Wienk, J. A. (2003). Diversity and team outcomes: The moderating effects of outcome interdependence and group longevity and mediating effect of relativity. *Journal of Organisational Behaviour*, 780-782.
- Singletary, S. L., Ruggs, E. N., Hebl, M. R., & Davies, P. G. (2009). Literature overview: Stereotype threat: Causes, effects, and remedies. Retrieved from http://www.engr.psu.edu/awe/misc/ARPs/ARP_StereotypeThreat_Overview_31909.pdf
- Shani, A., & Lau, J. (2008). *Behaviour in organizations: An experiential approach* (9th ed.). New York, NY: McGraw-Hill Higher Education.
- Shellenbager, S. (1993). Work-force study loyalty is weak, division of race and gender are deep. *Wall Street Journal*, 7-9.
- Sparkman, D. J., Eidelman, S., & Blanchar, J. C. (2016). Multicultural experiences reduce prejudice through personality shifts in Openness to Experience. *European Journal of Social Psychology*, 46, 840-853. <https://doi:10.1002/ejsp.2189>
- Steele, C. M. (1997). A threat in the air: How stereotypes shape intellectual identity and performance. *American Psychologist*, 52, 613-629. <https://doi.org/10.1037/0003-066x.52.6.613>
- Storey, J. (2001). *Human resource management: A critical text* (3rd ed.). Stamford, CT: Thomson Learning.
- Soefftier, H. G. (2004). *Social science hermeneutics*, in U. Flick, E.v. Kardorff, and I. Steinke (eds.), *A companion to qualitative research*. London: SAGE. pp. 95-100.
- Spurke, D., & Abele, A. (2011). Who earns more and why? A multiple mediation model from personality to salary. *Journal of Business & Psychology*, 26, 78-82.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behaviour. In S. Worchel & W. G. Austin (Eds.), *The psychology of intergroup relations* (pp 13-16). Chicago: Nelson-Hall.

- Tarigan, V., Wahyu Ariani, D. (2015). Empirical study relations job satisfaction, organizational commitment, and turnover intention. *Advances in Management & Applied Economics*, 5(2), 21-42.
- Tausch, N., Hewstone, M., Kenworthy, J. B., Psaltis, C., Schmid, K., Popan, J. R., & Hughes, J. (2010). Secondary transfer effects of intergroup contact: alternative account and underlying processes. *Journal of Personality and Social Psychology*, 99, 282-302. [https://doi:10.1037/a0018553](https://doi.org/10.1037/a0018553)
- Thompson, N. (2016). *Anti-discriminatory practice: Equality, diversity and social justice*. (6th ed.). 2. London: Palgrave. <https://doi.org/10.1007/978-1-137-58666-7>
- Thorne, S. (2000). Data analysis in qualitative research. *Evidence-based nursing*, 3(3), 68-70.
- Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of Advanced Nursing*, 48(4), 388-396.
- Toomey, E., & Rudolph, C. W. (2017). Age stereotypes in the workplace. 4-5.
- Trenka, J. (2006). Diversity in the work force: Challenges for employers. *Super Vision*, 67(10), <https://www.highbeam.com/doc/1G1-153525663.html>
- Twenge, J. M. (2010). A review of the empirical evidence on generational differences in work attitudes. *Journal of Business and Psychology*, 25(2), 207-210.
- Tung, L. C., & Comeau, J. D. (2014). Demographic transformation in defining Malaysian Generations: The seekers (Pencari), The Builders (Pembina), The Developers (Pemaju), and Generation Z (Generasi Z). *International Journal of Academic Research in Business and Social Sciences*, 4(4), 383-403. <https://doi:10.6007/IJARBS/v4-i4/809>
- Umair, A., Malik, S. A., Janjua, A., & Saleem, S. (2018). Analysing the working relationships of young employees with older employees: Evidence from the banking sector of Pakistan. *Pakistan Business Review*, 20(2), 287.
- Urlick, M. J., Hollensbe, E. C., Masterson, S. S., & Lyons, S. T. (2017). Understanding and managing intergenerational conflict: An examination of influences and strategies. *Work Aging and Retirement*, 3, 166-185. <https://doi:10.1093/workar/waw009>
- Urlick, M. J., Hollensbe, E. C., & Fairhurst, G. T. (2017). Differences in understanding generations in workforce. *Journal of Intergenerational Relationships*, 15(3), 235-236.
- Van Berkel, P. P. (2011). *The older working woman*. Retrieved from <http://arno.uvt.nl/show.cgi?fid=1211222>

- Von Hippel, C., Kalokerinos, E. K., & Henry, J. D. (2012). Stereotype threat among older employees: Relationships with job attitudes and turnover intentions. *Psychology and Aging*, 28(1), 17-27. [https://doi: 10.1037/a0029825](https://doi.org/10.1037/a0029825)
- Vos, A. (2017). *Exploring the association between negative age stereotypes and employability: Testing a moderated model*. Randboud University, 4-7.
- Verkuyten, M., Thijs, J., & Bekhuis, H. (2010). Intergroup contact and ingroup reappraisal: Examining the deprovincialization thesis. *Social Psychology Quarterly*, 73, 398-400. [https://doi: 10.1177/0190272510389015](https://doi.org/10.1177/0190272510389015)
- Vezzali, L., Turner, R. N., Capozza, D., & Trifilleti, E. (2018). Does intergroup contact predict personality? A longitudinal study on the bidirectional relationship between intergroup contact and personality traits. *European Journal of Social Psychology*, 48, 159-173.
- Wärnich, S., Carell, M. R., Elbert, N. F., & Hatfield, R. D. (2014). *Human Resource Management in South Africa: Chapter 1: The Foundation and Challenges of Human Resource Management*. Cengage Learning, EMEA.
- Weber, C. A., Current, J. R., & Benton, W. C. (1991). Vendor selection criteria and methods. *European Journal of Operational Research*, 5, 2-18.
- Westerman, J. W., & Yamamura, J. H. (2007). Generational preferences for work environment fit: effects on employee outcomes. *Career Development International*, 12(2), 154-156.
- Wheeler, M. (2006). Diversity now: real results, new opportunities. Harvard (pp 87-89).
- Wieck, K. L. (2007). Motivating an intergenerational workforce: Scenarios for success. *Orthopaedic Nursing*, 26(6), 366-371.
- Williams, K., & O'Reilly, C. (1998). The complexity of diversity: A review of forty years of research. *Research in Organizational Behaviour*, 21, 77-140.
- Witmer, D. F., Colman, R. W., & Katzman, S. L. (1999). From paper-and-pencil to screenland keyboard. In S. Jones (Ed.), *Doing internet research* (pp. 145-161). London, UK: Sage.
- Wok, S., & Hashim, J. (2013). Communicating and sharing working relationships with older employees. *Journal of Communication Management*, 17(2), 100-121. <https://doi.org/10.1108/13632541311318729>
- Wood, S. (2005). Spanning the generation gap in the workplace. *Journal (American Water Works Association)*, 97(5), 86-87.

- Wohrmann, A. M., Fasbender, U., & Deller, J. (2016). Using work values to predict post retirement work intentions. *Career Development Quarterly*, 64, 98-113
- Wright, P. & Nishii, L. (2013). *Strategic HRM and organizational behaviour: Integrating multiple levels of analysis*. In Paauwe, J., Guest, D.E., & Wright, P. (Eds.), *HRM and Performance: Achievements and Challenges* (pp. 97-110). Chichester: Wiley.
- Wright, P. M., Gardner, T. M., & Moynihan, L. M. (2003). The impact of HR practices on the performance of business units. *Human Resource Management Journal*, 13, 21-36.
- Yvonne T. J. (2017) Workplace diversity in South Africa: Its qualities and management, *Journal of Psychology in Africa*, 27(4), 367-371.
- Zaniboni, S. (2015). The interaction between older workers' personal resources and perceived age discrimination affects the desired retirement age and the expected adjustment. *Work, Aging and Retirement*, 1(3). [https://doi: 10.1093/workar/wav010](https://doi.org/10.1093/workar/wav010)
- Yeomans, L. (2011). *An update of the literature on age and employment*. Health and Safety Laboratory, Buxton, United Kingdom.
- Zacher, H., Kooij, D. T. A. M., & Beier, M. E. (2015) (in press). Active aging at work: Contributing factors and implications for organizations. *Organizational Dynamics*.
- Zaniboni, S., Kahn, K., Truxillo, D., & Fraccorali, F. (2019). Will you still hire me when I am over 50? The effects of implicit and explicit age stereotyping on resume evaluations. *European Journal of Work and Organisational Psychology*, 1. [https://doi: 10.1080/1359432X.2019.1600506](https://doi.org/10.1080/1359432X.2019.1600506)

CHAPTER 4

CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

The main objective of this research study was to explore how generation X and millennials experience and are impacted by generational stereotypes in the working environment. This chapter provides the conclusion from the present research study that has been obtained from the literature review and findings that are in line with the general and specific objectives of this study. Additionally, this chapter presents the limitations of this study, followed by recommendations for future research, organisations and human resource management.

Conclusions

The existing literature on generational stereotypes in the workplace internationally presents to be extensive. However, it is important to note that the research on generational stereotypes in the South African workforce is limited. Especially, research on how generations experience generational stereotypes also seems to leave a big question mark within the South African context. Literature presents various implications on how generational stereotypes negatively impact the workplace and its employees.

This study offers a summary and provides some insight into some main findings that stood out. The present study reveals what stereotypes generation X has about the millennial generation, as well as what stereotypes millennials have about generation X in the workplace. The findings also reveal how each individual is impacted by generational stereotypes, personally. The findings will also assist organisations and human resource management (HRM) to efficiently manage and eliminate the consequences of generational stereotypes in the workplace, as recommended by participants and existing literature. In order for the researcher to carry out the objectives of the study, it was crucial for the researcher to comprehend how generations are personally impacted and how they experience generational stereotypes in the workplace. The main findings included the majority of participants (both generation X and millennials) indicating that generational stereotypes cause ineffective teamwork between them and their fellow generations. Stereotypes also tend to cause conflict among them, and this conflict is known as intergenerational conflict. Another way how generational stereotype negatively impact both generation X and millennials is through a lack of adaptability and a lack in learning. Generation X participants explained that they strive to teach millennials from their past experiences and the wisdom they have built up over the years. However, they claim that millennials are not always willing to listen. Millennials, on the other hand, present an adaptability issue that generation X seems to have. They stated that generation X is set in their ways and not willing to adapt to new ways of working or learning. With regard to the recommendations generation X and millennials made towards management to effectively and efficiently manage

generational stereotypes in the workplace, similar suggestions were offered by both generations. Presenting teambuilding exercises and workshops to educate employees and to expose the matter of stereotyping improves mind-sets and attitudes. There were, however, participants from both generations who did not provide any recommendations due to their responses of being unsure or stating that generations are too wide apart to find similarities and that one can only do so much to improve the situation of stereotyping before giving up.

The *first research objective* of this research study was to conceptualise generational stereotypes according to literature. To fully understand the term generational stereotype, one has to look at the two concepts that constitute this term. A generation is simply defined according to literature as a group of individuals sharing a birth year and momentous life events at critical stages in their lives (Parry & Urwin, 2011). A stereotype within a workplace context is defined as widely shared beliefs and expectations regarding employees and their organisational behaviour based on their chronological age (Posthuma & Champion, 2009). Combined, these two concepts form one construct/definition of generational stereotypes, as stated by Burgess (2017), as the practice and thought process by an individual to characterise, target and judge the attributes, values and beliefs of individuals belonging to a generational group. The findings revealed that almost all participants from generation X and millennials (N=40) were familiar with the term generational stereotype, except for one millennial participant who confused this term with the definition of a gender stereotype. Nevertheless, participants gave well-defined definitions according to their own knowledge and understanding of the term generational stereotype in a workplace setting.

The *second research objective* of this study was to determine what stereotypes generation X has over the millennial generation in the workplace. The results show that there were more negative stereotypes reported than positive stereotypes. This is explained by the social identity theory (SIT). This theory suggests that members of the in-group (generation X) tend to have only positive stereotypes about their own generation to boost their self-image and self-esteem, by placing emphasis on negative stereotypes connected to members of the out-group (millennials). The discussion below indicates the main findings of this objective.

The majority of the findings were in line with existing literature. Many generation X participants stereotyped millennials as being technology advanced and lacking in loyalty to their organisation (millennials are informally known as job-hoppers). Existing literature states the same finding, as millennials being more technology competent and not committed to their jobs (Havongse, 2011). Other stereotypes generation X mentioned are millennials being positively stereotyped as creative (Havongse, 2011) and valuing a fast-paced lifestyle (Crumpacker & Crumpacker, 2007). Some

generation X participants also indicated that millennials are self-centred (narcissistic); this finding is similar to what has been found by Twenge (2010). The present study also revealed some new positive and negative stereotypes that generation X has of millennials, which are not necessarily supported by existing literature. Generation X participants stereotyped millennials as being addicted to social media, which is very close to being addicted to technology. Although social media forms part of technology as a whole, participants made specific reference to millennials being addicted to social media. Millennials were also stereotyped as having poor interpersonal skills and perceived as 'know-it-alls', being too dependent and reliant on their own knowledge.

The *third research objective* was to determine what stereotypes millennials have of generation X in the working environment. As previously mentioned, how and why more negative stereotypes were reported than positive stereotypes, the same principle applies here of the social identity theory. The most persisting stereotype millennials had of generation X is not being as technology competent as they are. According to literature, generation X values technology significantly less than other generations might (Lester, 2012). For instance, the majority of millennials perceived generation X as the most hardworking generation in the workplace. This finding is in line with Havongse (2011), who stated that generation X is hardworking. As previously mentioned, not all findings are supported by literature; therefore, initiating this study revealed new stereotypes millennials have of generation X in the workplace. Millennials revealed that they stereotype generation X as being systematic, stubborn and believing they are more knowledgeable due to their age. Generation X is also stereotyped as aggressive and serious. These findings were nowhere found in existing literature, especially in South Africa. This research objective brought more insight into some existing and new stereotypes that the millennial generation has of generation X.

The *fourth research objective* of this study was to determine how generation X employees are personally impacted by generational stereotypes in the workplace. The main purpose of this objective was for the researcher to fully understand how each generation X participant is impacted. It is important to note that every participant's description of how they are impacted is from their own personal viewpoint and is said to be unique. Therefore, each impact/experience will not be able to be in line with the findings found in existing literature. The most mentioned impact generation X participants reported was having ineffective teamwork with the younger generation, due to the beliefs of generational stereotypes. The second most mentioned impact that is experienced by generation X is a sense of unwillingness from millennials to work together, indicating the root of ineffective teamwork. According to literature, generational stereotypes have the potential to hinder teamwork between generations (Umair, 2018), and this is exactly what generation X participants are

experiencing. Generation X further revealed that they experience in-and out-groups being formed, as well as feeling their contribution is being unseen and undervalued. Another way how generation X participants describe how they are personally impacted is by experiencing stereotype threat. Stereotype threat is the psychological treat that is caused by negative stereotypes and results in a sense of emotion of feeling judged due to the basis of the stereotype (Freeman, 2017). This had a negative impact on all employees who experience stereotype treat. As soon as an individual becomes aware of the negative stereotypes against them, their performance is compromised, and they tend to focus more on the negative stereotypes against them than the task at hand (Chan, 2019). It has been found that a simple reminder of an individual's membership to a particular group decreases their performance in a specific area, due to the belief that negative stereotypes (accurate or inaccurate) may be true (Manzi, Panderi, Benet-Martinez, & Coen, 2018).

In accordance with the above-mentioned, not all findings are supported by literature. For instance, generation X stated that they experience a reluctance from millennials to learn from them. Participants explained that they always try and share their experiences and wisdom with the younger generation, but there is an existing hesitation on millennials' part. Another way how generation X feels personally impacted by generational stereotypes is feeling a sense of unwontedness in the workplace. The findings also revealed that not all generation X participants are personally impacted, and responded with a straight 'no'. With these participants giving no response to personal impact by generational stereotypes, if they had answered the question, it might have brought and gained some new insight on other personal impacts that were not necessarily reported here.

The *fifth research objective* of this study was to determine how millennial participants are personally impacted by generational stereotypes in the workplace. As previously mentioned, each participant's experience and how they are impacted are unique and different, and therefore integrating supporting literature may be a challenge. In comparison to generation X's experiences, millennials also experience ineffective teamwork between them and generation X. Millennials also reported that they experience inefficient communication between their generation and generation X. Literature states that generational stereotypes create communication gaps between generations (Wok & Hashim, 2013), which we found do cause conflict and tension between generations.

The following findings are not supported by existing literature, as they present personal challenges millennials find difficult to overcome. Millennials find it difficult to have and sustain their authority over generation X. This finding has not been reported in the existing literature in South Africa.

Another interesting experience millennial described is that, due to their technology savvy nature, it creates the need for everyone to be assisted with their technological problems and if not assisted immediately, they tend to get aggressive. This may disrupt the cohesive atmosphere desired by generations to improve teamwork, communication and eliminate conflict and tension between them. The above-mentioned impacts can bring more insight for researchers and practitioners to eliminate the negative and personal impacts experienced by millennials.

The *sixth and seventh research objectives* of this study were to determine what recommendations are made by generation X and millennial participants to organisations, to effectively manage generational stereotypes in the workplace. Although each generation had their own recommendations, there were, however, some overlap in a few recommendations made by both generations. The most mentioned recommendation both generation X and millennials made was for management to provide teambuilding exercises and workshops that would initiate them to explore, disclose and disprove generational stereotypes. The following suggestions were mentioned by generation X participants, i.e. creating stereotype awareness and acknowledging the impact of stereotypes in the workplace.

The most mentioned suggestion by millennials was creating stereotypes awareness and identifying and capitalising on employees' strengths and weaknesses. Generation X and millennial participants did, however, also provide some new and interesting suggestions on the management of generational stereotypes in the workplace. The following recommendations were made, which are not supported by literature internationally or in South Africa. Millennials suggested that organisations should have a rotation system of managers in place, if possible, as well as employing individuals with the right emotional intelligence (Cacioppo, Semin, & Bernston, 2004). Generation X participants also had some interesting insights on improving the management of generational stereotypes in the workplace. Generation X participants suggested that management should take on effective leaderships training, encourage cohesion and encourage expression of ideas. There were, however, two participants who were unsure of what recommendations can be made.

With regard to the overlap between generation X and millennials. Both generations made the recommendation for the presenting teambuilding exercises to understand and educate generations about where and when stereotyping occurs. Generations also made the recommendations for management to provide sufficient resources, identifying and capitalising on employees' strengths to encourage teamwork. All these recommendations are from each individual's personal viewpoint on how they think the best way would be to move forward to eliminate the potential impacts and usage

of generational stereotypes. Due to the limited research in South Africa, it is a challenge to find similar studies conducted to compare and generalise the findings of this study.

Limitation and recommendations

The recommendations stated below are divided into two sections. The first section consists of the limitations, the second section consists of the discussion of future recommendations, as well as recommendations for future practice based on the findings of the study.

Limitations of the research study

The first limitation the researcher had was sample size. The sample size could have been larger, and it would have enabled the researcher to generalise the data into a larger population. The second limitation was that the researcher could furthermore include more than two sectors of occupation within the South African context. Therefore, the findings from the study would have been more applicable to all sectors of occupations in the South African workforce. The researcher would have been able to gain more and in-depth insight if all generation X and millennial employees experience and are personally impacted by generational stereotypes, in the same way or not. Also, the researcher could have revealed new stereotypes that generation X or millennials have and the other way around, which was not found in this study.

The second limitation the researcher reported is the use of online qualitative surveys as data collection method. During the research process, the researcher could not easily get participants to provide more elaborate information, due to the restriction of no follow-up question. The researcher was not able to probe on any research questions, and therefore participants could not clearly explain or elaborate on their responses. As opposed to using face-to-face interviews, the researcher could have then probed and asked follow-up questions if participants' answers were not elaborative enough or clearly explained.

The third limitation the researcher had was having a sample size in one constructed area. If the researcher could expand his/her sample size to other South African provinces and organisations, it would contribute to the quality or variation of information received from the generational groups. This would enable the researcher to gain a bigger picture if all generation X and millennial employees across South Africa experience generational stereotypes in similar ways and what their recommendations might be to effectively and efficiently manage generational stereotypes in the workplace.

The fourth limitation the researcher had was not including all generational groups, for example Gen Z, within the research study. This would have enabled the researcher to have a broader sample size, as well as having more data gathered that can be supported by existing literature and similar research studies done.

However, in light of the above-mentioned limitations, with regard to the first limitation, the aim of this study was to capture and understand individual experiences concerning generational stereotypes. Therefore, by conducting a qualitative study, the researcher was able to understand in-depth each individual's experiences. With regard to the second limitation, stereotyping is a sensitive issue, and therefore the researcher chose to collect data via online qualitative survey for participants to feel more comfortable when sharing sensitive information (Magde & O'Connor, 2002; Nip, 2004).

Recommendations for future research and practice

The recommendations for future research are based on the review of literature, and the results of this research study reveal several recommendations for future research. Firstly, the researcher recommends future research to conduct a similar study, but choosing face-to-face interviews to collect more in-depth and detailed data. This would ensure that there is space for follow-up questions if the participants' responses were not clear enough. The researcher also recommended an alternative route to take when collecting data if face-to-face interviews are not a possibility. The study could alternatively be conducted on an online platform that allows for virtual interview sessions, for example Zoom, Skype or Google Teams. This would allow for the study to be researched in other sectors/industries in the South African workforce as well as to gain a better understanding of how all generation X and millennials employees feel and respond in the same way to generational stereotypes. Bearing in mind that, as a new decade approaches in the workforce, there is the opportunity for a new generation to enter the workforce. This coming generation is generation Z, also known as 'digital natives' or 'net generation' (Torocsik, Szucs, & Khel, 2014). Generation Z is considered to be formed by those born after 1995 (Wood, 2013; Addecco, 2015). The researcher also recommended that it would be good for future research to look into the stereotypes about this generation and what stereotypes generation Z has about millennials and generation X in the workplace context. The last recommendation the researcher suggested is for future research to include participants from all generations in the workplace. This would enable future research to have a broader perspective of generational stereotypes between two or more generations in the working environment.

Recommendations for future organisations

The following recommendations are based on the findings of the study and what literature suggests organisations can do to efficiently manage generational stereotypes in the workplace. These recommendations will assist organisations and HRM to effectively manage generational stereotypes and the impact thereof on employees and in the workplace as a whole. The findings of this study presented a few participants recommending that management embrace diversity and find ways to facilitate inclusivity in the workplace. Recommendations made by literature state that information about generational stereotypes can be included in diversity training to generations and management, for a more complete picture to enable employees to recognise the disruptive power generational stereotypes have in the workplace (Finkelstein, Ryan, & King, 2013).

Both generation X and millennials recommended that organisations create generational stereotype awareness. Creating awareness that can improve and encourage organisations to place policies in place that promote the judgements of individuals' strengths and differences, and team members rather placing emphasis on existing stereotypes and negative characteristics of generations (Finkelstein, King, & Voyles, 2015). There are ways how organisations can become more aware of the existence of stereotypes in the workplace. According to Collins, Walker, and Hamba (2011), spending time with members from other generations, by engaging and getting to know them better without relying on well-known stereotypes, is a method to hold all staff accountable for fair and respectable behaviour towards their fellow-employees, implementing strategies to resolve diversity-related conflicts among generations and challenging individuals' assumptions and stereotypical thoughts. A similar suggestion was made by millennials, by rewarding and motivating employees to work hard to disregard and disprove stereotypes.

Literature also suggested that organisations should present mentoring programmes for management to capitalise on employees' strengths. According to studies previously conducted, once employees are educated on the values and strengths of each individual, mentoring programmes can be implemented successfully (Beutell & Wittig-Berman, 2008; Knight, 2014; Lu & Gursoy, 2016; Thompson & Gregory, 2012; Twenge, 2010). Similar recommendations were made by both generation X and millennials, indicating that management should present teambuilding exercises, training programmes and workshops to educate employees. The presentation of training programmes and workshops will enable generations to explore and disclose generational stereotypes between them. It would also enable generations to identify their fellow employees' strengths, due to workshops assisting employees in exposing them.

The findings of this study also revealed that generational stereotypes tend to create communication barriers between generations. Literature proposes that more opportunities should be provided to improve communication and teamwork among generations, by enhancing different viewpoints and reducing the negative impact of stereotypes (Rudolph & Zacher, 2011). Consequently, by providing workshops and teambuilding exercises, generations would be able to explore and understand different viewpoints that would ultimately improve communication. According to literature, organisations should also promote intergenerational interactions, intergenerational teamwork and mentoring across generations (Arnold & Yue, 2012), which would help generations to explore biased behaviour and communication styles (Weeks, Weeks, & Long, 2017). According to the intergroup contact theory, this can only be achieved if there is equal status with groups that share common goals, intergroup cooperation and authority support (Allport, 1954; Pettigrew, 1998). This means that both generations look past stereotypes and that there is a sense of fairness for generations to share and give their input, without feeling judged.

Prior to the above-mentioned, literature places more emphasis on the awareness of intergenerational issues. According to Notter (2002), by enhancing employees' skills in conflict resolution and communication, it increases their contribution to effectiveness in the workplace. Skills development should be high on organisations' list to improve the stereotyping situations taking place. Effective communication strategies would enable employees and managers to avoid the loss of productivity and bad morale that many companies face due to negative stereotypes. Furthermore, effective communication skills are generally the basis for solving conflict situations efficiently. It enhances employees' ability to understand the root of conflict and generate creative solutions (Notter, 2002). The researcher also included some recommendations, specifically for HRM to assist organisations in eliminating the negative impact of generational stereotypes in the workplace. Human resource management is the heartbeat of any organisation.

HRM comprises a variety of responsibilities, which include employment relations, compensation and benefits, recruitment and selection, workplace safety and health and labour relations (Yorks, 2005). However, employee performance is one of the most important variables in the organisation and human resource field (Pachos & Galanaki, 2018). As previously seen, employee performance is at the top of the HRM list and effective teamwork is not far behind. In order for HRM to ensure effective teamwork between generations, it is also important to note the role that HR interventions play. The aims of HR intervention are to encourage teamwork and generating greater levels of interactions, involvement and participation among different generational groups (McGuire, By & Hutchings, 2007). Better effective teamwork can only be achieved if organisations and HRM create

a working atmosphere that fosters and enables generations to work together. A similar recommendation was made by generation X and millennials that once all employees look past generational stereotypes or the beliefs thereof, they may be able to work together. According to Calusing (2003), by creating a working environment that is based on the respect of the needs of all generations is critical to having a co-operative and integrated workforce.

The most mentioned recommendation by generation X is providing teambuilding exercises. Literature proposes teambuilding events to promote unity and allow different generations to be able to work alongside each other in the workplace. This would ensure that there is unity among generation X and millennials in the workplace, specifically when it comes to producing quality teamwork. Both generation X and millennial participants reported that conflict is mostly caused by generational stereotypes. Internationally, 60% of HR managers “reported conflict on a daily basis between older and younger generations in the workplace” (Eisner, 2005). This conflict is better known as intergenerational conflict. Intergenerational conflict also has the potential to decrease trust, causing many negative organisational outcomes such as higher turnover intention rate, workplace deviance and declining productivity (Dirks & Parks, 2003; Urick, Hollensbe, Masterson, & Lyons, 2017). All these factors being impacted is part of HRM’s coping mechanism on a daily basis and if one of these factors is impacted, the whole balance of the organisation is thrown off. Therefore, it is important that HRM has well-established HR systems, which include telecommuting, substitute work schedules, employee assistance programmes, performance-related pay and merit-based increases (Southard & Lewis, 2004). Policies that inspire valuable and efficient communication among generations create a cohesive atmosphere where generations can share their skills, values and interests (Finkelstein, King, & Voyles, 2015). Murphy (2007) recommends a few ways in which organisations and HRM can manage generational issues in the workplace:

- Improving corporate culture: It is recommended that HR and talent management professionals should make an effort to educate employees on generational issues (such as generational stereotypes) to improve their intergenerational understanding, multi-generational inclusiveness, respect and productivity. Similar to the recommendations, participants mentioned that due to the negative impact of generational differences, a lack of respect and understating is fostered between generations. Participants recommended that teambuilding, training programmes and workshops be presented to ensure all the above-mentioned factors are present.
- More efficient recruitment: The millennial generation specifically suggested that management should employ the correct individual with a high emotional intelligence. Individuals who possess a high emotional intelligence are able to maintain and understand

the consequences of stereotyping. The recruitment and selection parts of employment fall on the shoulders of HRM. Human resource management needs to ensure that during the selection process they employ the right person not only for the job, but also to refute stereotypes if they occur.

- Improved employee engagement and morale: A similar recommendation was made by generations, that management should reward the employee who works hard to disregard stereotypes. Managers who know how to motivate employees from different generations will be able to improve employee engagement and morale in the workplace.

Conclusion

In conclusion, the existing literature about generational stereotypes is mainly based on the assumptions that most individuals do believe generational stereotypes and are most likely to act upon those stereotypes (Costanza & Finkelstein, 2015). The danger that stereotypes have lies in the possibility to create prejudicial attitudes that cause negative-based consequences in the workplace, especially intercommunication procedures, sharing vision in visions and goals and the development of policies (Fiske & Lee, 2008; Stanton, 2017; Heilman, 2012). Organisations, practitioners and researchers should be aware of and concerned about how interactions and conflict between generations are managed. Based on the findings and what has been found in existing literature, generational stereotypes cause a ripple effect in the workplace, impacting more than one factor. If employees are able to understand generational differences and see the advantages instead of the disadvantages, stereotypes would also be minimised.

Generational stereotypes all deal with different mind-sets and perspectives; once employees are able to look past stereotypes and change their attitudes, they can adapt to a new mind-set that excludes stereotypes and allows them to work together effectively. There is a need to better understand generations and the stereotypes taking place, to have effective strategies in place to manage intergenerational conflict better (Urlick, Hollensbe, Masterson, & Lyons, 2017) and eliminating the potential danger of stereotype impact in the working environment to enable organisations to utilise and invest in their employees for a long-term outcome.

References

- Arnold, S. L. & Yue, S. (2012). Perceptions of age diversity in Singapore: implications for managing a diverse workforce, in Ng, E.S., Lyons, S.T. and Schweitzer, L. (Eds.), *Managing the New Workforce: International Perspectives on the Millennial Generation*, Edward Elgar Publishing, Inc., Cheltenham, pp. 130-151.
- Adecco (2015). Generation Z vs. Millennials. Retrieved from <http://pages.adeccousa.com/rs/107-IXF-539/images/generation-z-vs-millennials.pdf>
- Cadiz, D. M., Truxillo, D. M., & Fraccaroli, F. (2015). What are the benefits of focusing on generation-based differences and at what cost? *Industrial and Organizational Psychology*, 8, 356-362. <https://doi:10.1017/iop.2015.49>
- Clausing, S. L., Kurtz, D. L., Prendeville, J., & Walt, J. L. (2003). Generational diversity: The Nexters. *AORN Journal*, 78(3), 374.
- Crumpacker, M., D.B.A., Crumpacker, J. M. (2007). Succession planning and generational stereotypes: Should HR consider age-based values and attitudes a relevant factor or passing fad? *Public Personnel Management*, 36(4), 356.
- Collins, G., Walker, M., & Hamda, G. (2011). Preaching to the choir on cultivating diversity in the workplace. Retrieved from www.icatt.net
- Dirks, K. T., & Parks, J. M. (2003). Conflicting stories: The state of the science of conflict. In J. Greener (Ed.), *Organizational behaviour: The state of the science* (2nd ed., pp. 283-293). Mahwah, NJ: Lawrence Erlbaum.
- Eisner, S. (2005). Managing generation Y. *SAM Advanced Management Journal*, 70(4), 5.
- Heilman, M.E. (2012). Gender stereotypes and workplace bias. *Research in Organizational Behaviour*, 32, 113-135.
- Finkelstein, L. M., King, E. B., & Voyles, E. C. (2015). Age met stereotyping and cross-age workplace interactions: a meta view of age stereotypes at work. *Work, Aging and Retirement*, 1(1), 38. <https://doi:10.1093/worker/wau002>
- Finkelstein, L. M., Ryan, K. M., & King, E. B. (2013). What do the young (old) people think of me? Content and accuracy of age-based met stereotypes. *European Journal of Work and Organizational Psychology*, 22, 635-637. <https://doi:10.1080/1359432X.2012.673279>

- Fiske, S. T., & Lee, T. L. (2008). Stereotypes and prejudice create workplace discrimination. In A.P. Brief (Ed.), *Cambridge Companions to Management. Diversity at Work* (pp. 13-52). New York, NY, US: Cambridge University Press.
- Fisher, M. (2010). Diversity management and the business case. In K. Kraal, J. Roosblad & I. Wrench. (Eds.). *Equal Opportunities and Ethnic Inequity in European labour markets Discrimination, Gender and Policies of Diversity* (pp. 95-118). Amsterdam: Amsterdam University.
- Freeman, I. (2017). Embodied harm: A phenomenological engagement with stereotype threat. *Human Studies*, 40(4), 637-662.
- Hanvongse, A., Casoinic, D. A., & Perry, E. L. (2011). Making a case for the existence of generational stereotypes: a literature reviews and exploratory study, 417-419.
- Lester, S. W., Standifer, R. L., Schultz, N. J., & Windsor, J. M. (2012). Actual versus perceived generational differences at work: an empirical examination. *Journal of Leadership & Organizational Studies*, 19(3), 341-354.
- Manzi, C., Paderi, F., Benet-Martinez, V., & Coen, S (2018). Age-based stereotype threat and negative outcomes in the workplace. Exploring the role of identity integration, 103.
- McGuire, D., By, R. T., & Hutchings, K. (2007). Towards a model of human resource solutions for achieving intergenerational interactions in organizations. *Journal of European Industrial Training*, 31(8), 603. [https://doi: 10.1108/03090590710833651](https://doi.org/10.1108/03090590710833651)
- Murphy, S. (2007). *Leading a multigenerational workforce*. Washington, D.C.: AARP.
- Notter, J. (2002). *Generational Diversity in the workplace*. Notter Consulting. 2-4. Retrieved from: <http://www.lulu.com/content/544094>
- Pachos, N., & Galanaki, E. (2018). Staffing practices and employee performance: The role of age. 13-14.
- Parry, E. & Urwin, P. (2011). Generational differences in work values: a review of theory and evidence, *International Journal of Management Reviews*, 13(1), 79-96, <https://doi.org/10.1111/j.1468-2370.2010.00285.x>
- Posthuma, R., & Campion, M. (2009). Age stereotypes in the workplace: common stereotypes, moderators and future research directions. *Journal of Management*, 35(1), 160.
- Shani, A., & Lau, J. (2008). *Behaviour in organizations: An experiential approach* (9th ed.).

- Southard, G., & Lewis, J. (2004). Building a workforce that recognizes generational diversity. *Public Management*.
- Stanton, R. (2017). Communicating with employees: Resisting the stereotypes of generational cohorts in the workplace. *IEEE Transactions on Professional Communication*, 60 (3), 256-272.
- Torocsik, M., Szucs, K & Kehl, D. (2014). How generations think: Research on Generation Z.
- Twenge, J. M. (2010). A review of the empirical evidence on generational differences in work attitudes. *Journal of Business and Psychology*, 25(2), 207-210.
- Urlick, M. J., Hollensbe, C. E., Masterson, S. S., & Lyons, S. T. (2017). Understanding and managing intergenerational conflict: an examination of influences and strategies. *Work, Aging and Retirement*, 3(2), 166-168. <https://doi:10.1093/worker/waw009>
- Wood, S. (2013). Generation Z as consumers; trends and innovation. Institute for emerging issues: NC State University, pp., 1-3