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WORK ETHICS IN RELATION TO GENERATIONAL DIFFERENCES —
MILLENNIALS Vs. "OTHER" GENERATIONS

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
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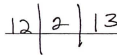
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ABSTRACT

JEFFREY T. SPRINGER. Work Ethics in Relation to Generational Differences – Millennials Vs. “Other” Generations (Under the direction of DR. UMA IYER.)

Work ethics has long been considered a crucial element explaining individual behavior at work (Cherrington 1980; Miller, Woehr, Hudspeth 2001; Weber 1958). The concept of work ethics has been attributed to the work of Max Weber, a 20th century scholar. It is thought that individuals who grow up in a common age group have experienced similar historical events at critical stages of development. These individuals tend to possess similar generational characteristics. The different identifiable generational groups are the Matures (1900-1946), Baby Boomers (1946-1964), Generation X (1965-1982), and Millennials (1982-1991). Stereotypes about Millennials, individuals born from 1982 – 1991, depict them as being self-centered, disrespectful, lacking work ethics, unmotivated, and disloyal. The purpose of this study was to examine whether generational differences exist between Millennials and “Other” Generations in relation to the work ethics dimension. A subset study was also conducted to examine whether differences exist between an individual’s career statuses, one’s time on the job, and education level in regards to the work ethics dimension. A quantitative analysis was conducted in regards to an individual’s generation, their work ethics, career status, one’s time on the job and education level. Overall, it was found that there are no major significant differences between these variables. In an organization, management should monitor employee behavior when it comes to generational stereotyping. The practical implications of the results are further discussed.

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CHAPTER I

Introduction

The concept of work ethics originated and was attributable to the work of Max Weber, a 20th Century scholar. Weber coined the word 'Protestant work ethics' to describe a dedication to simplicity and hard work that the Protestant branches of the Christian Church espoused (ChangingMinds.org). According to Ness, Melinsky, Buff and Seifert (2010), Weber highlighted the value of work commitment and raised questions as to why some people place a greater importance on work and appear more conscientious than others. According to Weber (1904 - 1905), it was John Calvin who introduced the theological doctrines that combined with those of Martin Luther to form a significant new attitude toward work. Calvin was a French theologian whose concept of predestination was revolutionary. Calvin thought that all men must work, even the rich, because to work was the will of God. It was the duty of men to serve as God's instruments here on earth, to reshape the world in the fashion of the Kingdom of God, and to become a part of the continuing process of His creation (Braude, 1975). For many years, this remained a dominant theme in the psychological investigation of occupational behavior (Pryor and Davies, 1989). As noted in the Public Interest online periodical, Lipset (1990) made a claim that during this time, it was thought that men were not to lust after wealth, possessions, or easy living, but were to reinvest the profits of their labor into financing further ventures. Lipset (1990) further noted that earnings were thus to be reinvested over and over again, ad infinitum, or to the end of time. Work ethics has long been considered a crucial element explaining individual behavior at work (Weber 1958; Cherrington 1980; Miller, Woehr, Hudspeth 2001). Prior research conducted by

Christopher, Zabel, and Jones (2008) suggested that an individual's conscientiousness predicted dimensions of his/her work ethics ideology. Christopher et al. (2008) found that the facets of conscientiousness positively predicted hard work, centrality of work, delay of gratification, and morality and ethics in an individual's behavior. The facets of conscientiousness, however, did not provide sufficient evidence that it predicted the work ethics dimension of avoidance of wasting time.

Barberman (2007) claimed that in order for an individual to have a successful career, it is important for them to possess key work ethics attributes. Barberman (2007) stated that these key attributes such as attendance, character, teamwork, appearance and attitude could add value to an individual as well as an organization. Barberman (2007) noted, "successful careers come in many flavors, but work ethics are a main ingredient in most recipes for success" (The importance of a good work ethics, para. 1). An employee's work ethics could have positive or negative results on an organization, so it is important for the organization to understand how to motivate, cultivate and retain its top performers.

With individual work ethics being crucial in today's organizations, it is surprising to find that there seems to be a decline in individual work ethics in America and seems to be an issue affecting all Western Nations and a growing number of countries in the East (Schawbel, 2011). Why does there appear to be a decline with work ethics in America? As noted in an online article from stardem.com, Carter (2010) made claim that generational differences are the cause of individual work ethics. A generation can be characterized as an identifiable group that shares common age grouping and has experienced similar historical events at critical stages of development (Kupperschmidt,

2000). There are currently four generations in today's workforce that are recognized by society. Carter's (2010) article claims that mature and baby boomers prefer face to face time, work long hours, have a strong sense of loyalty and are with an organization until retirement. These individuals were influenced by wars, civil rights movements and were taught at an early age that work ethics meant long hours at work and being faithful to their employers. Carter (2010) also claims that Gen X and Gen Y individuals are hard workers but their main loyalty is to their own dreams and careers. According to results of a study conducted by Ness et al. (2010), "students are more self-reliant, have a stronger leisure ethic, and have a stronger propensity for hard work" (Ness, Melinsky, Buff & Seifert, 2010). They generally define work ethics by how well they do their jobs and how satisfying their work may be. Carter (2010) further claims that the reasons for these differences are due to the generation these individuals were raised. Gen X and Gen Y grew up with video games, cell phones, computers, the Internet, and social media, making life fast paced. These two generations seek flexible work situations and are not the traditional 9 to 5 employees. A description of all generations along with their personal and lifestyle characteristics are depicted in Table 1.

Table 1: Personal and Lifestyle Characteristics by Generation

	Veterans (1922 – 1945)	Baby Boomers (1946 – 1964)	Generation X (1965 – 1980)	Generation Y (1981 – 2000)
Core Values	Respect for authority Conformers Discipline	Optimism Involvement	Skepticism Fun Informality	Realism Confidence Extreme fun Social
Family	Traditional Nuclear	Disintegrating	Latch-key kids	Merged families
Education	A dream	A birthright	A way to get there	An incredible expense
Communication Media	Rotary phones One-on-one Write a memo	Touch-tone phones Call me anytime	Cell phones Call me only at work	Internet Picture phones E-mail
Dealing with Money	Put it away Pay cash	Buy now, pay later	Cautions Conservative Save, save, save	Earn to spend

Source: FDU Magazine Online, Winter/Spring 2005

There have also been claims made stating that the decline of work ethic is merely prior generational perceptions. As noted in Human Resource Planning, Giancola (2006), proponents assert that generational values and attitudes and resulting stereotypes contribute to the workplace norms and culture – others contend that issues attributed to the presence of multiple generations in the workplace are overstated and not supported by empirical research. A 2000 study conducted by Mulvey, Ledford, and LeBlanc of 1200 U.S. workers found that “there was no evidence that Generation X or Generation Y represent any special breeds, and differences in the attitudes of these groups from older groups can be explained by age, rather than special circumstances in the youthful experiences of each group” (as cited in Giancola, 2006).

Is individual work ethics significantly different due to an individual's generational attributes? And if so, how should management adjust current training programs and mentor its employees to prevent potential issues between employees of different generations? This study hopes to shed light on what significant differences do

exist in regards to work ethics and hopes to provide guidance to human resource professionals in managing their workforce effectively.

CHAPTER II

Literature Review

Organizations are facing a new future in terms of demographics in the workplace. Soon, there will be five generations in the workplace at once. In review of the literature of generational differences in regards to the work ethic dimensions, there are both scholarly works as well as websites that are available to the public domain. The average individual is more likely to have easier access to such websites, mainstream media, pop culture magazines, and social media networks that may skew their perceptions of generational differences in regards to work ethics. There have been a number of studies and pop media claiming that work ethics of the new and upcoming generations is on a decline. This literature review includes both scholarly works that support and refute differences in work ethic, as well as, what the general public has access to in mainstream media.

The Millennial generation (Generation Y or GEN-ME) has been heavily scrutinized as having poor work ethics behavior in comparison to the earlier generations. Much of this speculation is due to the environment in which the class of workers has grown up. As noted in Forbes, Schawbel (2011) claimed “urbanization and an emphasis on large-scale businesses means fewer and fewer kids are learning about work in the natural course of family life...pop psychologists have pushed parents to focus on building self-esteem in their children, creating at least two generations of me-centric workers” (What’s wrong with work ethics in American section, para. 2). Schawbel (2011) further claimed that due to these developments, the up and coming workforce appears to be

disengaged and disloyal and therefore have a lower sense of work ethics in comparison to prior generations.

Generational differences in the workplace have been under examination more recently by the media, popular press, authors and psychologists. Millennials have mainly been under target because by 2025 they will make up 75% of the workforce. Barzilai-Nahon and Mason (2010) stated, "Gen Y members are perceived as having values and behavioral characteristics that differ from prior generations. In many cases, these behaviors are viewed as inefficient, ineffective or even unethical by those already in the workforce" (p. 412). A study conducted by Cugin (2012), found work values was affected by generations, accounting for 38.7% of variance (p.2283). Cugin (2012) also found that "the value placed on 'hard work' showed a clear pattern of decline with younger generations, which is in line with the popular conception of a declining work ethics among young people" (p.2287). Benson and Brown (2011) conducted a study that found organizational and work factors were more important antecedents of organizational commitment for Boomers than for GenXers. Benson and Brown (2011) further found Boomers and GenXers to have some significant differences in the personal antecedents of satisfaction, commitment and willingness to quit their job. As noted in Hartford Business News online, Lahtinen (2012) made a claim that workplace flexibility and creativity has led questions about millennials' work ethics. He noted an unnamed study that "revealed 68% of older workers think millennials are less motivated to take on responsibility and produce quality work, and 46% think millennials are less engaged at work than others" (The risk of the millennials, para. 16). As noted in the Vancouver Sun, Covert (2012) reviewed a poll of American workers that "shows a shared sentiment across age groups

that millennials have a distinct attitude toward workplace responsibility – one interpreted as largely lackadaisical”(as cited in Workplace Options, nd). There have been arguments stating that these differences are merely due to age and career levels across the generations. Meriac, Woehr, and Banister (2010) examined generational differences in work values across samples from 1974 and 1999, and concluded that differences on dimensions of the construct were attributable more to cohort effects than age (as cited by Smola and Sutton, 2002, p 363-382).

There were a number of studies found within this research that suggest Millennials work ethics is very similar to prior generations and that the reason prior generations see them as being different or lacking ethical skills is due to generation perception. Hansen (n.d.) noted, “people are individuals and that while it is sometimes efficient for experts to place people into generational groups for analysis, in the end, even with certain common traits and behaviors, individuals must be judged on their own merits” (10 Truths About the Generation Y Workforce, para. 1). Prior generations’ perception of Millennials work ethics, as stated above, is that they exhibit poor work ethics. The reality according to Hansen is that Millennials “have strong work ethics – just not in a 9-5 sort of way. He states, “Generation Y wants work to be fun and flexible because the line between work and life is seamless.” As stated in the article “Boomers vs. Gen Y” that was published in the Community Banker (2007), Boomers and Generation Y are prepared to work harder to be their own boss. Generation Y entrepreneurs like to take risks and they consider themselves to be tech savvy. Marston (n.d.) claimed, “Millennials have a self-centered work ethics. This is not necessarily the negative that it may seem at first. Millennial employees are dedicated to completing their

tasks well” (Myths about Millennials, para. 8). Ness et al. (2010) in an empirical study, found that there were no significant differences in the overall work ethics of students and those of workforce professionals.

According to Kowske, Rasch, and Wiley (2010), empirical research also suggests generations are more similar than different in work-related values and differences are largely inconsistent (p. 268). Real, Mitnick, and Maloney (2010) emphasize that the lack of empirical research involving working-class or blue-collar workers is a major shortcoming in the current scholarship of generations in the work place (p. 304). Jurkiewicz and Brown (1998) conducted a study which investigated the relative importance of 15 work-related factors among 278 public employees, and found that the values held as important by Veterans, Baby Boomers and Gen X were similar. Kowske et al. (2010) ascertained that “small generational differences exist, at least with regard to certain work attitudes after controlling for age and period effects.... the consensus from our review of the empirical literature is that generations are more similar than different at work” (p. 274). Real et al. (2010) found millennial workers were more similar than different from other generations in their work beliefs, job values, and gender beliefs as well. Real et al. (2010) claimed that the differences elicited in focus groups were more likely the result of experience, position, or age than generation (pg. 303).

The purpose of this study is to understand where differences in work ethics arise between millennial employees and prior generations (Matures, Boomers, and Generation X) also known in this study as “other generations”, career status of an individual, time on the job and one’s education level. This investigation differs from related studies in that it compares each of the dimensions of work ethics in regards to an individual’s career

status, time on the job, and education level. Understanding the differences in these populations will help employers to guide their current and future workforce.

To accomplish this objective, a measure introduced by Miller, Woehr, and Hudspeth (2001) is utilized here. The measure, Multidimensional Work Ethics Profile (MWEP), has seven Weber-associated dimensions: Leisure, Wasted Time, Self-Reliance, Work Centrality, Delay of Gratification, Belief in Hard Work, and Morality/Ethics (Miller et al., 2001). The following research questions (RQ) have been posed:

Self-reliance:

RQ1: Do millennial workers have a significant effect on the dimension of self-reliance in comparison to "other" generations?

RQ1a: Does career status have a significant effect on the dimension of self-reliance?

RQ1b: Does time on the job have a significant effect on the dimension of self-reliance?

RQ1c: Does education level have a significant effect on the dimension of self-reliance?

Ho 1: There are no significant differences in millennial workers, career status, time on the job, and education level in the relation to the dimension of self-reliance.

Morality/Ethics:

RQ2: Do millennial workers have a significant effect on the dimension of morality/ethics in comparison to "other" generations?

RQ2a: Does career status have a significant effect on the dimension of morality/ethics?

RQ2b: Does time on the job have a significant effect on the dimension of morality/ethics?

RQ2c: Does education level have a significant effect on the dimension of morality/ethics?

Ho 2: There are no significant differences in millennial workers, career status, time on the job, and education level in relation to the dimension of morality/ethics.

Leisure:

RQ3: Do millennial workers have a significant effect on the dimension of leisure in comparison to "other" generations?

RQ3a: Does career status have a significant effect on the dimension of leisure?

RQ3b: Does time on the job have a significant effect on the dimension of leisure?

RQ3c: Does education level have a significant effect on the dimension of leisure?

H₀ 3: There are no significant differences in millennial workers, career status, time on the job, and education level in relation to the dimension of leisure.

Hard Work:

RQ4: Do millennial workers have a significant effect on the dimension of hard work in comparison to "other" generations?

RQ4a: Does career status have a significant effect on the dimension of hard work?

RQ4b: Does time on the job have a significant effect on the dimension of hard work?

RQ4c: Does education level have a significant effect on the dimension of hard work?

H₀ 4: There are no significant differences in millennial workers, career status, time on the job, and education level in relation to the dimension of hard work.

Centrality of Work:

RQ5: Do millennial workers have a significant effect on the dimension of centrality of work in comparison to "other" generations?

RQ5a: Does career status have a significant effect on the dimension of centrality of work?

RQ5b: Does time on the job have a significant effect on the dimension of centrality of work?

RQ5c: Does education level have a significant effect on the dimension of centrality of work?

H₀ 5: There are no significant differences in millennial workers, career status, time on the job, and education level in relation to centrality of work.

Wasted Time:

RQ6: Do millennial workers have a significant effect on the dimension of wasted time in comparison to "other" generations?

RQ6a: Does career status have a significant effect on the dimension of wasted time?

RQ6b: Does time on the job have a significant effect on the dimension of wasted time?

RQ6c: Does education level have a significant effect on the dimension of wasted time?

H₀ 6: There are no significant differences in millennial workers, career status, time on the job, and education level in relation to wasted time.

Delay of Gratification:

RQ7: Do millennial workers have a significant effect on the dimension of delay of gratification in comparison to "other" generations?

RQ7a: Does career status have a significant effect on the dimension of delay of gratification?

RQ7b: Does time on the job have a significant effect on the dimension of delay of gratification?

RQ7c: Does education level have a significant effect on the dimension of delay of gratification?

H₀ 7: There are no significant differences in millennial workers, career status, time on the job, and education level in relation to delay of gratification.

CHAPTER III

Method

Participants

The sample consisted of 205 individuals recruited from The Psychology Forum, a forum dedicated to students and professionals (N = 113), and junior, senior and graduate students in the field of psychology from Austin Peay State University (N = 93). 21% of participants were Baby Boomers, 50% were Generation X, and 29% were Generation Y (Millennials). Only one participant fell in the category of Mature so this generation has been eliminated from this study. In addition, 5% were high school graduates, 6% had some college credit, 18% had 1 or more years of college with no degree, 7% had an associates degree, 40% had a bachelor's degree, 18% had a master's degree, 3% had professional degrees, and 2% had doctoral degrees. 81% indicated that they were employed. Of the percent, 22% were in entry-level positions, 46% were in non-management positions, and 32% were in management positions. 19% indicated they were unemployed.

Measure

The Multidimensional Work Ethics Questionnaire was used to measure the seven dimensions of work ethics. The scale has 65 items, in random order, and utilizes a five-point Likert-type scale ranging from 1 – Strongly Disagree to 5 – Strongly Agree. The seven dimensions measured within the study will be Self-reliance (ten-items), Morality/Ethics (ten items), Leisure (ten-items), Hard Work (ten-items), Centrality of

Work (ten-items), Wasted Time (eight-items) and Delay of Gratification (seven-items).

Samples of questions from each dimension are as follows:

Self-reliance:

One should live one's own life independent of others as much as possible.

One must avoid dependence on other persons whenever possible.

I do not like having to depend on other people.

Morality/Ethics:

One should not pass judgment until one has heard all of the facts.

You should never tell lies about other people.

Stealing is all right as long as you don't get caught.

Leisure:

The less time one spends working and the more leisure time one has, the better.

Work takes too much of our time, leaving little time to relax.

More leisure time is good for people.

Hard Work:

Hard work makes one a better person.

By working hard a person can overcome every obstacle that life presents.

Any problem can be overcome with hard work.

Centrality of Work:

A hard day's work is very fulfilling.

It is very important for me to always be able to work.

Even if I inherited a great deal of money, I would continue to work somewhere.

Wasted Time:

I constantly look for ways to productively use my time.

I try to plan out my workday so as not to waste time.

How a person spends their time is as important as how they spend their money.

Delay of Gratification:

I prefer to save until I can afford something and not buy it on credit.

The best things in life are those you have to wait for.

The only way to get anything worthwhile is to save for it.

This survey was previously subjected to reliability tests and results provide considerable support indicating that the MWEP provides psychometrically sound measurements of the multiple dimensions shown to comprise work ethics (Miller et al., 2001). According to Miller et al. (2001) the final coefficient α values for each dimension are 0.83 (Hard Work), 0.89 (Self-Reliance), 0.85 (Leisure), 0.81 (Centrality of Work), 0.80 (Morality/Ethics), 0.76 (Delay of Gratification), and 0.80 (Wasted Time). Miller also tested the validity of the MWEP to find the model indicates RMSEA of 0.063 (90% confidence interval = 0.063 to 0.065). It appears the seven-factor questionnaire provides for a reasonable fit.

Data Analysis

To analyze the data collected, SPSS Version 21, 64-bit edition, was used to conduct statistical analysis. Basic descriptive statistical analyzes were conducted utilizing mean and standard deviations in each generation in relation to the seven-factor variable list of work ethics. In order to analyze the data between millennial workers and "other" generations, career status, time on the job, and education level in regards to the seven-factor variable list of work ethics, an ANOVA was conducted to determine if there is a significant difference in means between each variable and the seven-factor variable

list of work ethics. To isolate where any differences occur, a Post Hoc test, Fisher's Least Significant (LSD) t-test was utilized.

CHAPTER IV

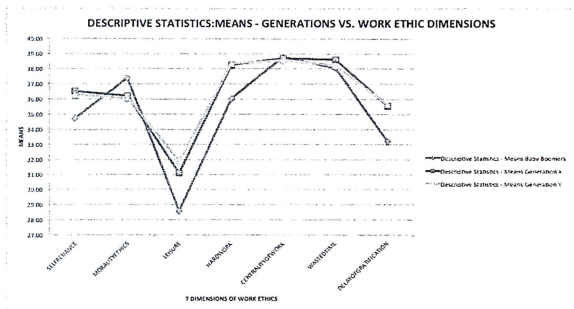
Results

Research Questions

Basic descriptive statistical analyzes were conducted utilizing mean and standard deviations in each generation in relation to the seven-factor variable list of work ethics. Table 2 includes the mean and standard deviations of Baby Boomers, Generation X, and Generation Y between the seven-factor variable lists of work ethic.

TABLE 2 Descriptive Statistics			
Baby Boomers	N	Mean	Std. Deviation
SELFRELINANCE	43	34.72	6.12
MORALITYETHICS	43	37.39	2.55
LEISURE	43	28.54	6.52
HARDWORK	43	36.03	6.32
CENTRALITYOFWORK	43	38.75	4.60
WASTEDTIME	43	38.01	5.04
DELAYOFGRATIFICATION	43	33.22	5.74
Generation X			
SELFRELINANCE	102	36.49	7.22
MORALITYETHICS	102	36.19	2.04
LEISURE	102	31.09	6.57
HARDWORK	102	38.25	6.52
CENTRALITYOFWORK	102	38.68	5.78
WASTEDTIME	102	38.61	5.31
DELAYOFGRATIFICATION	102	35.54	6.53
Generation Y			
SELFRELINANCE	59	36.28	4.96
MORALITYETHICS	59	36.06	2.55
LEISURE	59	31.89	5.82
HARDWORK	59	38.32	5.98
CENTRALITYOFWORK	59	38.57	4.56
WASTEDTIME	59	38.19	5.06
DELAYOFGRATIFICATION	59	35.64	6.00

Figure 1 depicts the comparison of the generations based on means on the factors of work ethics.



ANOVA and Fisher's LSD were conducted between generation, career status, time on the job, and education variables to determine any significant difference between said variables and the dimensions of work ethic.

Table 3 depicts the results that support $H_0: 1$ that suggests there are no significant differences between millennial workers ($F = 1.20, p = 0.30$), one's career status ($F = 0.780, p = 0.460$), and one's time on the job ($F = 0.38, p = 0.82$). Results do not, however, support the hypothesis claim that there is no significant difference between one's education level and the work ethic dimension of self-reliance ($F = 2.04, p = 0.05$).

TABLE 3

ANOVA - Variables Generation, Career Status, Time on Job & Education within groups: Self-Reliance

		Sum of Squares	df	Mean Square	F	p
GENERATIONS	Between Groups	98.64	2	49.32	1.20	0.30
	Within Groups	8273.36	201	41.16		
	Total	8372	203			
CAREER STATUS	Between Groups	64.13	2	32.07	0.78	0.46
	Within Groups	7648.92	186	41.12		
	Total	7713.06	188			
TIME ON THE JOB	Between Groups	61.28	4	15.32	0.38	0.82
	Within Groups	7906.33	198	39.93		
	Total	7967.62	202			
EDUCATION	Between Groups	568.83	7	81.26	2.04	0.05
	Within Groups	7803.17	196	39.81		
	Total	8372.01	203			

Further examination of the data utilizing the Fisher's LSD Comparison, depicted in Table 4, suggest that there are significant differences between individuals with education no higher than a High School Graduate and those who have their Doctorate degree ($p = .01$), Some College Credit versus Associate's degree ($p = 0.03$), and Bachelor's degree's ($p = 0.01$), and Doctorate Degree ($p = 0.00$). There were also significant differences between 1+ year's college credit and Doctorate degree ($p = 0.04$) as well as Master's degree and Doctorate Degree ($p = 0.03$) in regards to the work ethic dimension of self-reliance.

TABLE 4
FISHERS LSD MULTIPLE COMPARISON between Education Level & Self-Reliance

(I) EDUCATION	(J) EDUCATION	Mean Difference (I-J)	Std. Error	p
High School Grad	Some College Credit	-1.20	2.76	0.66
	1+ college no degree	2.64	2.24	0.24
	Associates Degree	4.46	2.58	0.09
	Bachelor's Degree	3.83	2.11	0.07
	Master's Degree	2.36	2.24	0.29
	Professional Degree	3.60	3.26	0.27
	Doctorate Degree	8.90	3.46	0.01
Some College Credit	High School Grad	1.20	2.76	0.66
	1+ college no degree	3.84	2.16	0.08
	Associates Degree	5.65	2.50	0.03
	Bachelor's Degree	5.04	2.03	0.01
	Master's Degree	3.56	2.16	0.10
	Professional Degree	4.80	3.20	0.14
	Doctorate Degree	10.10	3.40	0.00
1+ college no degree	High School Grad	-2.64	2.24	0.24
	Some College Credit	-3.84	2.16	0.08
	Associates Degree	1.82	1.92	0.35
	Bachelor's Degree	1.20	1.24	0.34
	Master's Degree	-0.28	1.45	0.85
	Professional Degree	0.96	2.77	0.73
	Doctorate Degree	6.26	3.00	0.04
Associates Degree	High School Grad	-4.46	2.58	0.09
	Some College Credit	-5.65	2.50	0.03
	1+ college no degree	-1.82	1.92	0.35
	Bachelor's Degree	-0.62	1.77	0.73
	Master's Degree	-2.10	1.92	0.28
	Professional Degree	-0.86	3.05	0.78
	Doctorate Degree	4.44	3.26	0.17

TABLE 4 (cont.)

FISHERS LSD MULTIPLE COMPARISON between Education Level & Self-Reliance

(I) EDUCATION	(J) EDUCATION	Mean Difference (I-J)	Std. Error	p
Bachelor's Degree	High School Grad	-3.83	2.11	0.07
	Some College Credit	-5.03	2.03	0.01
	1+ college no degree	-1.20	1.24	0.34
	Associates Degree	0.62	1.77	0.73
	Master's Degree	-1.47	1.24	0.24
	Professional Degree	-0.23	2.67	0.93
	Doctorate Degree	5.07	2.91	0.08
Master's Degree	High School Grad	-2.36	2.24	0.29
	Some College Credit	-3.56	2.16	0.10
	1+ college no degree	0.28	1.45	0.85
	Associates Degree	2.10	1.92	0.28
	Bachelor's Degree	1.47	1.24	0.24
	Professional Degree	1.24	2.77	0.66
	Doctorate Degree	6.54	3.00	0.03
Professional Degree	High School Grad	-3.60	3.26	0.27
	Some College Credit	-4.80	3.20	0.14
	1+ college no degree	-0.96	2.77	0.73
	Associates Degree	0.86	3.05	0.78
	Bachelor's Degree	0.23	2.67	0.93
	Master's Degree	-1.24	2.77	0.66
	Doctorate Degree	5.30	3.82	0.17
Doctorate Degree	High School Grad	-8.90	3.46	0.01
	Some College Credit	-10.10	3.40	0.00
	1+ college no degree	-6.26	3.00	0.04
	Associates Degree	-4.44	3.26	0.17
	Bachelor's Degree	-5.07	2.91	0.08
	Master's Degree	-6.53	3.00	0.03
	Professional Degree	-5.30	3.82	0.17

Table 5 depicts the results between generation, career status, time on the job, and education in relation to the work ethic dimension of morality/ethics. This set of data were used to answer the second H_0 : 2 claim that there are no significant differences in millennial workers, career status, time on the job, and education level in relation to the dimension of morality/ethics. The results show a significant difference between generations and morality/ethics ($F = 4.92$, $p = .01$). There does not appear to be

significant differences between career status, time on the job, and education in regards to the work ethic dimension of mortality/ethics.

TABLE 5
ANOVA - Variables Generation, Career Status, Time on Job & Education within groups: Morality/Ethics

		Sum of Squares	df	Mean Square	F	p
GENERATIONS	Between Groups	52.82	2	26.41	4.92	0.01
	Within Groups	1078.28	201	5.37		
	Total	1131.10	203			
CAREER STATUS	Between Groups	26.57	2	13.29	2.40	0.09
	Within Groups	1028.56	186	5.53		
	Total	1055.13	188			
TIME ON THE JOB	Between Groups	29.42	4	7.36	1.33	0.26
	Within Groups	1094.94	198	5.53		
	Total	1124.37	202			
EDUCATION	Between Groups	22.53	7	3.22	0.57	0.78
	Within Groups	1108.57	196	5.66		
	Total	1131.10	203			

Further examination of the data, which is depicted in Table 6, multiple comparisons between generational groups suggests a difference between Baby Boomers, Generation X, and Generation Y ($p = .01$). The results indicate that Generation X and Generation Y significance levels conclude that the difference is not significant and are relatively similar when it comes to the dimension of Morality/Ethics. $H_0: 2$ is rejected in regards to there be no significant difference between millennial workers in regards to the work ethic dimension of morality/ethics, however, data supports the remaining hypothesis claiming no significant difference between career status, time on the job, and education level in relation to the dimension of morality/ethics.

TABLE 6
FISHERS LSD MULTIPLE COMPARISON between Generations & Morality/Ethics

	(I) GENERATION	(J) GENERATION	Mean Difference (I-J)	Std. Error	p
MORALITY/ETHICS	Baby Boomers	Generation X	1.19	0.42	0.01
		Generation Y	1.32	0.46	0.01
	Generation X	Baby Boomers	-1.19	0.42	0.01
		Generation Y	0.13	0.38	0.73
	Generation Y	Baby Boomers	-1.32	0.46	0.01
		Generation X	-0.12	0.38	0.73

* The mean difference is significant at the 0.05 level.

Table 7 depicts the results to answer to $H_{0:3}$ claim that there are no significant differences in millennial workers, career status, time on the job, and education level in relation to the work ethic dimension of leisure.

TABLE 7

ANOVA - Variables Generation, Career Status, Time on Job & Education within groups: Leisure

		Sum of Squares	df	Mean Square	F	p
GENERATIONS	Between Groups	297.77	2	148.89	3.68	0.03
	Within Groups	8127.15	201	40.43		
	Total	8424.92	203			
CAREER STATUS	Between Groups	106.74	2	53.37	1.34	0.26
	Within Groups	7397.58	186	39.77		
	Total	7504.31	188			
TIME ON THE JOB	Between Groups	339.22	4	84.81	2.13	0.08
	Within Groups	7882.79	198	39.81		
	Total	8222.01	202			
EDUCATION	Between Groups	433.91	7	61.99	1.52	0.16
	Within Groups	7991.01	196	40.77		
	Total	8424.92	203			

In review of the data, we accept $H_{0:3}$ that there is no significant differences between the variables of career status, time on the job, and education level. However, there is significant difference between generations and the work ethic dimension of leisure ($F = 3.68, p = 0.03$).

Further examination of the data, which appears in Table 8, indicates a significant difference between Baby Boomers and Generation X ($p = 0.03$) and Generation Y ($p = 0.01$).

TABLE 8
FISHERS LSD MULTIPLE COMPARISON between Generations & Leisure

	(I) GENERATION	(J) GENERATION	Mean Difference (I-J)	Std. Error	p
LEISURE	Baby Boomers	Generation X	-2.54	1.16	0.03
		Generation Y	-3.34	1.28	0.01
	Generation X	Baby Boomers	2.55	1.16	0.03
		Generation Y	-0.80	1.04	0.44
	Generation Y	Baby Boomers	3.35	1.28	0.01
		Generation X	0.80	1.04	0.44

* The mean difference is significant at the 0.05 level.

The results also indicate that the significant level of Generation X and Generation Y ($p = 0.44$) concludes that the difference is not significant but relatively similar in comparison to the work ethic dimension of leisure.

Table 9 depicts the results to answer H_0 : 4 claim that there are no significant differences in millennial workers, career status, time on the job, and education level in relation to the dimension of hard work.

TABLE 9
ANOVA - Variables Generation, Career Status, Time on Job & Education within groups: Hard Work

		Sum of Squares	df	Mean Square	F	p
GENERATIONS	Between Groups	171.26	2	85.63	2.14	0.12
	Within Groups	8059.60	201	40.10		
	Total	8230.87	203			
CAREER STATUS	Between Groups	108.31	2	54.15	1.39	0.25
	Within Groups	7240.67	186	38.93		
	Total	7348.98	188			
TIME ON THE JOB	Between Groups	26.57	4	6.64	0.17	0.96
	Within Groups	7885.70	198	39.83		
	Total	7912.27	202			
EDUCATION	Between Groups	534.28	7	76.33	1.94	0.07
	Within Groups	7696.59	196	39.27		
	Total	8230.87	203			

Results of this ANOVA support H_0 : 4 claim that there are in fact no significant differences in Generations ($p = 0.12$), Career Status ($p = 0.25$), and time on the job ($p =$

0.96). There are, however, significant differences in Education ($p = 0.05$) in relation to hard work. To further evaluate these results, a Fisher's LSD t-test was conducted to find any potential differences between the groups. Table 10 depicts these results. There does not appear to be a significant difference between groups when they are isolated. The Fisher's LSD t-test does show significant difference in regards to individuals with a Doctorate Degree, however, there were only two participants that held such degrees so further test would need to be conducted to conclude such difference.

TABLE 10
FISHERS LSD MULTIPLE COMPARISON between All Variables & Hard Work
HARDWORK

	(I) VARIABLES	(J) VARIABLES	Mean Difference (I-J)	Std. Error	p
GENERATIONS	Baby Boomers	Generation X	-2.22	1.15	0.06
		Generation Y	-2.29	1.27	0.07
	Generation X	Baby Boomers	2.22	1.15	0.06
		Generation Y	-0.07	1.04	0.95
	Generation Y	Baby Boomers	2.29	1.27	0.07
		Generation X	0.07	1.04	0.95
CAREER STATUS	Entry-Level	Non-Management	-1.96	1.12	0.10
		Management	-1.31	1.26	0.30
	Non-Management	Entry-Level	1.96	1.17	0.10
		Management	0.64	1.05	0.54
	Management	Entry-Level	1.31	1.26	0.30
		Non-Management	-0.64	1.05	0.54
TIME ON THE JOB	Less than 1 year	1yr to 4yrs	-0.02	1.18	0.99
		5yrs to 8yrs	0.06	1.32	0.97
		9yrs to 12yrs	0.44	1.57	0.78
		Greater than 12yrs	-0.88	1.40	0.53
	1yr to 4yrs	Less than 1 year	0.02	1.18	0.99
		5yrs to 8yrs	0.07	1.36	0.96
		9yrs to 12yrs	0.45	1.60	0.78
		Greater than 12yrs	-0.87	1.44	0.55
	5yrs to 8yrs	Less than 1 year	-0.06	1.32	0.97
		1yr to 4yrs	-0.07	1.36	0.96
		9yrs to 12yrs	0.38	1.71	0.82
		Greater than 12yrs	-0.94	1.56	0.55
	9yrs to 12yrs	Less than 1 year	-0.44	1.57	0.78
		1yr to 4yrs	-0.45	1.60	0.78
		5yrs to 8yrs	-0.38	1.71	0.82
		Greater than 12yrs	-1.32	1.77	0.46
	Greater than 12yrs	Less than 1 year	0.88	1.40	0.53
		1yr to 4yrs	0.87	1.44	0.55
		5yrs to 8yrs	0.94	1.56	0.55
		9yrs to 12yrs	1.32	1.77	0.46
EDUCATION	High School Grad	Some College Credit	1.75	2.74	0.52
		1+ yrs of college, no degree	2.47	2.23	0.27
		Associates Degree	2.93	2.56	0.25
		Bachelor's Degree	3.98	2.10	0.06
		Master's Degree	2.17	2.23	0.33
		Professional Degree	2.40	3.24	0.46
	Some College Credit	Doctorate Degree	10.90	3.43	0.00
		High School Grad	-1.75	2.74	0.52
		1+ yrs of college, no degree	0.72	2.15	0.74
		Associates Degree	1.18	2.49	0.64
		Bachelor's Degree	2.23	2.01	0.27
		Master's Degree	0.43	2.15	0.84
	1+ yrs of college, no degree	Professional Degree	0.65	3.18	0.84
		Doctorate Degree	9.15	3.38	0.01
		High School Grad	-2.47	2.23	0.27
		Some College Credit	-0.72	2.15	0.74
		Associates Degree	0.46	1.91	0.81
		Bachelor's Degree	1.51	1.23	0.22
	Associates Degree	Master's Degree	-0.30	1.44	0.84
		Professional Degree	-0.07	2.75	0.98
		Doctorate Degree	8.43	2.98	0.01
		High School Grad	-2.93	2.56	0.25
		Some College Credit	-1.18	2.49	0.64
		1+ yrs of college, no degree	-0.46	1.91	0.81
	Bachelor's Degree	Bachelor's Degree	1.05	1.76	0.55
		Master's Degree	-0.75	1.91	0.69
		Professional Degree	-0.53	3.03	0.86
		Doctorate Degree	7.97	3.24	0.02

TABLE 10 (cont.)
FISHERS LSD MULTIPLE COMPARISON between All Variables & Hard Work

HARDWORK	(I) VARIABLES	(J) VARIABLES	Mean Difference (I-J)	Std. Error	p
Bachelor's Degree	High School Grad	Some College Credit	-3.98	2.10	0.06
		1+ yrs of college, no degree	-2.23	2.01	0.27
		Associates Degree	-1.51	1.23	0.22
		Master's Degree	-1.05	1.76	0.55
		Professional Degree	-1.81	1.23	0.14
		Doctorate Degree	-1.58	2.65	0.55
	Master's Degree	High School Grad	6.92	2.89	0.02
		Some College Credit	-2.17	2.23	0.33
		1+ yrs of college, no degree	-0.43	2.15	0.84
		Associates Degree	0.30	1.44	0.84
		Bachelor's Degree	0.75	1.91	0.69
		Professional Degree	1.81	1.23	0.14
Professional Degree	Doctorate Degree	High School Grad	0.23	2.75	0.94
		Some College Credit	8.73	2.98	0.00
		1+ yrs of college, no degree	-2.40	3.24	0.46
		Associates Degree	-0.65	3.18	0.84
		Bachelor's Degree	0.07	2.75	0.98
		Master's Degree	0.53	3.03	0.86
	Bachelor's Degree	High School Grad	1.58	2.65	0.55
		Some College Credit	-0.23	2.75	0.94
		1+ yrs of college, no degree	8.50	3.79	0.03
		Associates Degree	-10.90	3.43	0.00
		Bachelor's Degree	-9.15	3.38	0.01
		Master's Degree	-8.43	2.98	0.01
Doctorate Degree	Bachelor's Degree	High School Grad	-7.97	3.24	0.02
		Some College Credit	-6.92	2.89	0.02
		1+ yrs of college, no degree	-8.73	2.98	0.00
		Associates Degree	-8.50	3.79	0.03
		Master's Degree	-10.90	3.43	0.00
		Doctorate Degree	-9.15	3.38	0.01

Table 11 depicts the results that answer H_0 : 5 claim that there are no significant differences in millennial workers, career status, time on the job, and education level in relation to the work ethic dimension of centrality of work.

TABLE 11
ANOVA - Variables Generation, Career Status, Time on Job & Education within groups: Centrality of Work

		Sum of Squares	df	Mean Square	F	p
GENERATIONS	Between Groups	0.95	2	0.47	0.02	0.98
	Within Groups	5474.47	201	27.24		
	Total	5475.42	203			
CAREER STATUS	Between Groups	100.18	2	50.09	1.83	0.16
	Within Groups	5097.29	186	27.41		
	Total	5197.47	188			
TIME ON THE JOB	Between Groups	100.43	4	25.11	0.94	0.45
	Within Groups	5315.91	198	26.85		
	Total	5416.34	202			
EDUCATION	Between Groups	258.53	7	36.93	1.39	0.21
	Within Groups	5216.89	196	26.62		
	Total	5475.42	203			

In review of the p values of each variable (Generations, 0.98; Career Status, 0.16; Time on the Job, 0.45; and Education, 0.21) $H_0: s$ is accepted, that there are no significant differences in generations, career status, time on the job, and education level in relation to centrality of work. To identify whether or not there is a difference between the specific generations, a Fisher's LSD t-test was conducted with results depicted in Table 12.

TABLE 12
FISHERS LSD MULTIPLE COMPARISON between Generations and Centrality of Work

	(I) GENERATION	(J) GENERATION	Mean Difference (I-J)	Std. Error	p
CENTRALITY OF WORK	Baby Boomers	Generation X	0.08	0.95	0.94
		Generation Y	0.19	1.05	0.86
	Generation X	Baby Boomers	-0.08	0.95	0.94
		Generation Y	0.11	0.85	0.89
	Generation Y	Baby Boomers	-0.19	1.05	0.86
		Generation X	-0.11	0.85	0.89

In review of Fishers LSD t-test, there does not appear to be a significant difference between Baby Boomers, Generation X or Generation Y (Millennials).

Table 13 depicts the results that answer $H_0: 6$ claim that there are no significant differences in millennial workers, career status, time on the job, and education level in relation to the work ethic dimension of wasted time.

TABLE 13
ANOVA - Variables Generation, Career Status, Time on Job & Education within groups: Wasted Time

		Sum of Squares	df	Mean Square	F	p
GENERATIONS	Between Groups	13.19	2	6.59	0.25	0.78
	Within Groups	5406.36	201	26.90		
	Total	5419.54	203			
CAREER STATUS	Between Groups	103.38	2	51.69	2.08	0.13
	Within Groups	4628.33	186	24.88		
	Total	4731.71	188			
TIME ON THE JOB	Between Groups	127.97	4	31.99	1.28	0.28
	Within Groups	4952.55	198	25.01		
	Total	5080.52	202			
EDUCATION	Between Groups	108.88	7	15.55	0.57	0.78
	Within Groups	5310.66	196	27.10		
	Total	5419.54	203			

In review of the significance levels, the results support H_0 : 6 claim that there are no significant difference in millennial workers, career status, time on the job, and education level in relation to the work ethic dimension wasted time.

Table 14 depicts the results that answer H_0 : 7 claim that there are no significant differences in millennial workers, career status, time on the job, and education level in relation to delay of gratification.

TABLE 14

ANOVA - Variables Generation, Career Status, Time on Job & Education within groups: Delay of Gratification

		Sum of Squares	df	Mean Square	F	p
GENERATIONS	Between Groups	189.13	2	94.56	2.44	0.09
	Within Groups	7790.61	201	38.76		
	Total	7979.74	203			
CAREER STATUS	Between Groups	222.98	2	111.49	2.88	0.06
	Within Groups	7208.90	186	38.76		
	Total	7431.88	188			
TIME ON THE JOB	Between Groups	227.35	4	69.34	1.79	0.13
	Within Groups	7691.78	198	38.85		
	Total	7969.13	202			
EDUCATION	Between Groups	262.85	7	37.55	0.95	0.47
	Within Groups	7716.89	196	39.37		
	Total	7979.74	203			

In review of the results, the p values of each variable (Generations, 0.09; Career Status, 0.06; Time on the job, 0.13; and Education, 0.47) indicate there is no significance, supporting H_0 : 7 claiming there is no significant differences in generations, career status, time on the job, and education level in relation to delay of gratification.

To identify whether or not there is a difference between the specific generations in relation to delay of gratification, a Fisher's LSD t-test was conducted with results depicted in Table 15.

TABLE 15
FISHERS LSD MULTIPLE COMPARISON between Generations and Delay of Gratification

(I) GENERATION		(J) GENERATION	Mean Difference (I-J)	Std. Error	p
DELAYOFGRATIFICATION	Baby Boomers	Generation X	-2.32	1.13	0.04
		Generation Y	-2.42	1.25	0.05
		Baby Boomers	2.32	1.13	0.04
	Generation X	Generation Y	-0.10	1.02	0.93
		Baby Boomers	2.42	1.25	0.05
		Generation X	0.10	1.02	0.93

Results indicate a significant difference between Baby Boomers and Generation X ($p = 0.04$) in relation to the work ethic dimension delay of gratification. No significant difference was noted in regards to Generation X and Generation Y in relation to the work ethic dimension delay of gratification.

In summary, it was found that there is no significant difference between millennial workers, one's career status, and an employee's time on the job in relation to self-reliance. There does seem to be a significant difference between one's educational level and self-reliance. Significant differences were noted between individuals with only a high school degree and those having a Doctorial degree. There were also significant differences found between individuals with some college credit and those with either an Associates degree, Bachelor's Degree, Master's degree and Doctorial Degree. In comparison to individuals who had an Associates degree, Bachelor's Degree, Master's degree and Doctorial Degree, there was no a significant difference in relation to one's self-reliance.

Significant differences were also found between generational groups and the work ethic dimension of morality/ethics. No significant difference was noted, however, between one's career status, their time on the job, or educational level in regards to the work ethic dimension of morality/ethics.

There were also no significant difference between career status, time on the job and education level in regards to the work ethic dimension of leisure. Significant difference was found between generational groups and leisure. Baby Boomers were significantly different in comparison to Generation X and Generation Y in regards to leisure. However, Generation X and Generation Y were fairly similar in regards to leisure.

Further results indicate no significant difference between generational groups, career status, time on the job, and educational level when it comes to the work ethic dimensions of hard work, wasted time, and delay of gratification. One exception being that there does appear to be a significant difference between Baby Boomers and Generation X in relation to the work ethic dimension of delay of gratification.

CHAPTER V

Discussion

The purpose of this study was to examine whether generational differences exist between Millennials and “Other” Generations in relation to work ethics. A subset study was also conducted to examine whether differences exist between an individual’s career statuses, one’s time on the job, and education level in regards to work ethics. A qualitative analysis was conducted in regards to an individual’s generation, their work ethics, career status, one’s time on the job and education level. Overall, it was found that there are no major significant differences between these variables. However, there were differences noted between Baby Boomers, Generation X and Generation Y in regards to morality/ethics and leisure. Baby Boomers ($\bar{x} = 37.39$) tend to value morality/ethics more than their counter parts, Generation X ($\bar{x} = 36.20$) and Generation Y ($\bar{x} = 36.07$). However, the three generations tend to feel morality/ethics are important factors in the workplace. Baby Boomers ($\bar{x} = 28.55$) tend to value leisure time less than their counter parts, Generation X and Generation Y ($\bar{x} = 31.10$, $\bar{x} = 31.89$). Generation X and Generation Y value leisure time similarly and were basically neutral when it comes to what is more important, work or leisure.

In regards to the dimensions of work ethics and career status, it was found that entry-level participants ($\bar{x} = 35.70$) valued morality/ethics less than non-management participants ($\bar{x} = 36.60$). Both, however agreed that morality/ethics is important when it comes to the workplace. It was also found that management participants ($\bar{x} = 33.36$) understand the benefits of delay of gratification more so than non-management

participants ($\bar{x} = 35.73$). Management participants tend to appreciate delayed gratification more so than non-management participants.

The results of this study are more in line with the work of Real et al. (2010) who found millennial workers were more similar than different from other generations in their work beliefs, job values, and gender beliefs (p.303). He claimed that the differences elicited in focus groups were more likely the result of experience, position, or age than that of generation. While differences were found in this study, they were too small to be of a practical significance.

CHAPTER VI

Implications

Implications for management

Much research has been conducted and examined that found to support this current research that there is little, if any, differences that exist among Generation Y and “other” generations in regards to work ethics. The differences that were found may be primarily due to the age of an employee, instead of the generation they grew up in. Younger employees tend to have less knowledge of the impact of their morals and or individual ethics in comparison to older employees. They also tend to enjoy more leisure activities like hanging out with their college friends, going to parties, as well as staying in and playing video games. Older employees have been through the “hanging out” phase as well as have a better understanding how their moral/ethics acts can affect them personally as well as have an impact on their organization and their families. They have seen what happens to those with less scrupulous morals and ethics and have learned from their observations.

Due to these age differences, an older employee may view a younger employee as having low work ethics simply because his/her work ethics does not match that of the older employee. It would be important for employees of a corporation to understand everyone is different and everyone’s definition of work ethics may be different. According to De Meuse and Mlodzik (2010), even if there only are a few demonstrated differences between generational cohorts, the changing demographic base of the workforce may have a positive impact on the collective skills, capabilities and

experiences available to employers. Management should harness these differences. Management should develop training programs that will allow all employees to have the ability to contribute their own personal knowledge and experiences. Older employees should have the ability to mentor and train. Younger employees should have the ability to train older workers on new technologies. This sort of learning will help increase accountability and help engage employees at the workplace.

In order for such training to commence, management will have to deal with potential intergenerational conflict. Such discord reduces employee productivity, hampers teamwork and innovations, and ultimately impacts the company's bottom line (De Meuse and Młodzik, 2010). Since on the surface, it already appears that there are generational differences in regards to work ethics between the cohorts, management should focus energy on programs that can potentially reduce this conflict so sharing of information between the cohorts can begin.

So that learning continues across the organization, management should monitor employee behavior when it comes to generational stereotyping. Regardless of studies that have been conducted that support that claim that generations are more similar than different in regard to work ethics, the mere sense of generational perceptions that differences do exist can break down the learning process though out the organization. Managers and employees of the organization may consciously or unconsciously adopt attitudes, behaviors and expectations based on sweeping generalizations rather than reality when it comes to managing and working with multiple generations (De Meuse and Młodzik, 2010). These attitudes and behaviors should not be tolerated and HR

professionals should ensure measures are in place to identify and deal with any issues that may arise.

Limitations and future research

The limitations of this study point to three different areas. These areas should be considered for future research studies. First, the ability to understand completely the key attributes of the different generations in the current workforce. It cannot be assumed that behavioral attributes of individuals are solely due to individual experiences during a particular span of time. Differences may be subjected to demographic trends, societal trends as well as family beliefs, rather than generation differences. Also, understanding there are differences in the work ethics definition between individuals.

Second, this study has a cross-sectional design, which cannot make the unraveling of age and generational effects. Future research should look at conducting a longitudinal study to help with identifying differences due to age and/or generational effect. In a cross-sectional design study, it is difficult to determine whether differences/similarities are due to generations or age. Both are possible drivers in determining variations in work ethics.

Lastly, the sample sizes of each generation in this study were different, which could potentially skew results. Future research should attempt more similar sample sizes for each generational category.

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APPENDIXES

APPENDIX A

IRB Approval Letter

Date: February 5, 2013

RE: Your application regarding study number __13-003__:

Dear Jeffery Springer,

Thank you for your recent submission of requested revisions. We appreciate your cooperation with the human research review process. This letter is to confirm approval of revisions to study 13-003. You may begin data collection at any time.

This approval is subject to APSU Policies and Procedures governing human subject research. The full IRB may still review this protocol and reserves the right to withdraw expedited pending approval if unresolved issues are raised during their review.

Your study remains subject to continuing review on or before 2/5/2014, unless closed before that date. Please submit the appropriate form prior to 2/5/2014.

Please note that any further changes to the study must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions or require further information, you can contact me by phone (931-221-6106) or email (shepherd@apsu.edu).

Again, thank you for your cooperation with the APSU IRB and the human research review process.

Sincerely,



Omie Shepherd, Chair
Austin Peay Institutional Review Board

Cc: Dr. Uma Iyer