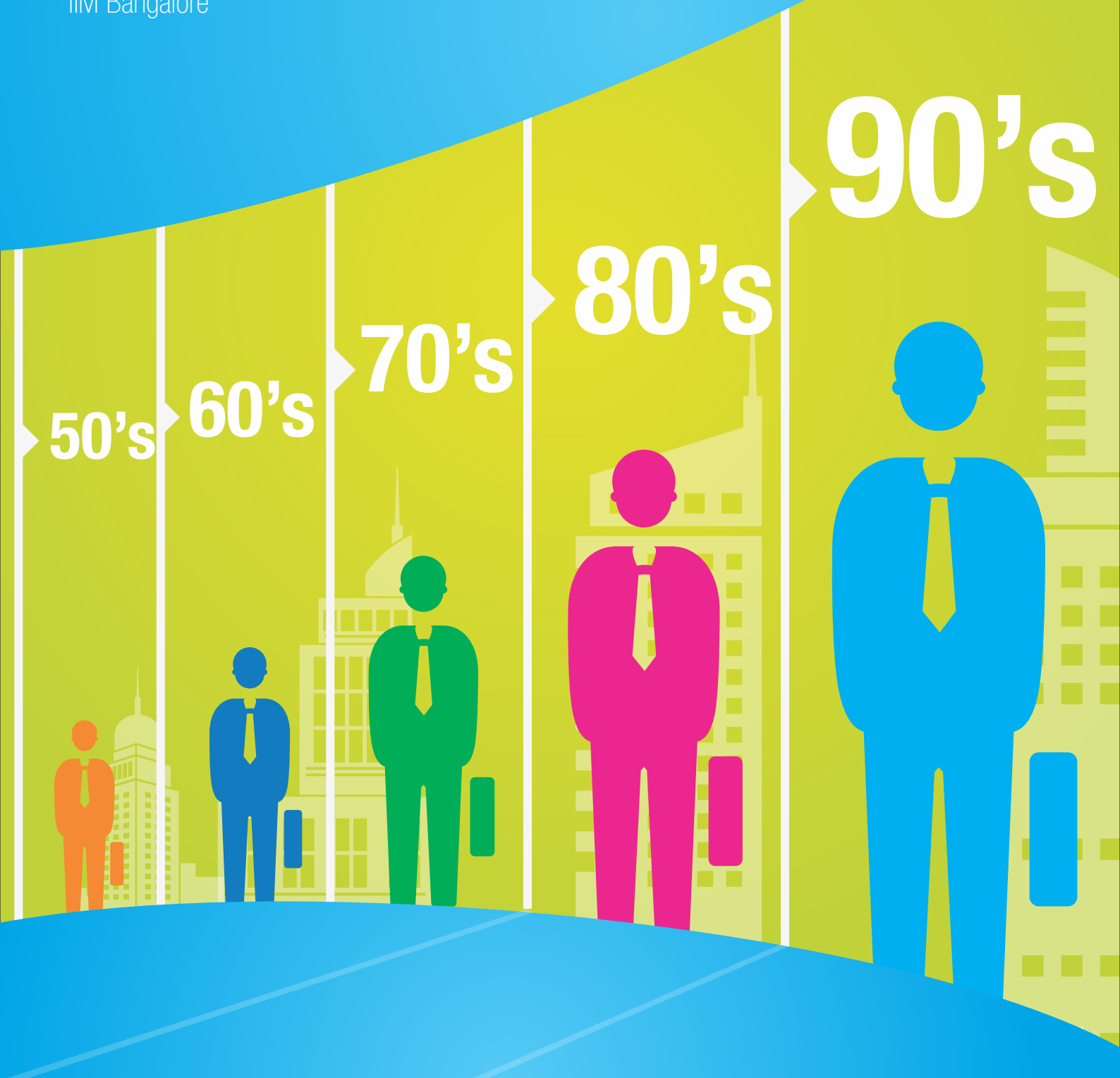


EMPLOYEE Generations in the Indian Workplace

A Research Report by the
Society for Human Resource Management
in India and **Prof. Vasanthi Srinivasan,**
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INTRODUCTION: EMPLOYEE GENERATIONS

Peace is not unity in similarity, but unity in diversity, in the comparison and conciliation of differences.
–Mikhail Gorbachev

Over the last two decades, newspaper articles, reports, magazines, and books have discussed how generational differences are posing challenges for managers and organizations globally. Often, these discussions on generational differences focus on the dominant stereotypes that are associated with the four Western generations, namely, Veterans, Baby Boomers, Gen X, and Gen Y. Numerous books offer advice and suggestions on how to engage and manage multiple generations in the workforce. The findings of studies on generational issues in the U.S. and the U.K. contexts proved to be ambivalent. It has even been said that “the generational literature may be more popular culture than social science” (Giancola, 2006). However, significant changes in workforce demographics, the increased use of technology to manage work across boundaries, extended supply chains, as well as the rapid growth and deceleration in the BRIC countries have led to increased diversity in organizations. Employees need to interact across multiple cultures to deliver goods and services in order to create value for organizations. Thus, managing diversity and building an inclusive culture has become the mantra for organizations across the world.

Sociologists define generations as cohorts of people born in certain years, who then experience similar specific transitions in society or societal changes at typically the same chronological age. Generational cohorts develop similarities in their attitudes and beliefs based on shared life experiences and have identifiable characteristics that distinguish them. Historical, economic, and socio-cultural contexts tend to accentuate the differences in these characteristics. Such differences in the values, attitudes, and beliefs of employees belonging to different generations impact their workplace behaviors. However, other than the dominant Western classification of generations into Veterans, Baby Boomers, Gen X, and Gen Y, very little is known about generations in other cultural contexts.

This is the context against which the present study examines multiple generations in the workforce in India. The study also explores whether the generational differences provided by the Western classification are relevant and applicable in contexts that are culturally different. This study undertaken by SHRM India in collaboration with Prof. Vasanthi Srinivasan from IIM Bangalore is an attempt to understand and characterize generations in the context of the Indian workplace.

1. *When Generations Collide* (Lancaster and Stillman, 2003), *Beyond Generational Differences* (Sabattini et al., 2010), *Leading a Multi-Generational Workforce* (Murphy, 2007), and *Winning the Generation Wars* (Krywulak and Roberts, 2009) are some recent books dealing with generational issues at the workplace.





ABOUT THIS REPORT

As part of the collaborative research project between the Society for Human Resource Management (SHRM) in India and Prof. Vasanthi Srinivasan from IIM Bangalore, the authors conducted a large-scale study to understand how employee generations manifest in Indian organizations. The study involved a survey administered to 11,700 white-collar employees, focus group discussions, and interviews across seven sectors (IT, Pharmaceutical, Manufacturing, Finance/Banking, Communications, Infrastructure and Retail) pan India. This report presents the results from the quantitative survey, SHRM research resources, and qualitative studies related to generational diversity from an Indian context, in particular. The implications of multi-generational diversity to senior leaders, line managers, and HR professionals are presented along with qualitative case studies focusing on how collaboration efforts among generations are being initiated and managed in organizations.

ABOUT SHRM INDIA

SHRM India is part of the Society for Human Resource Management (SHRM), the world's largest professional, not-for-profit Human Resource association. It has over 250,000 members in 140 countries. SHRM's mission is to *support* the HR professional and *advance* the HR profession through globally recognized certifications, collaborative communities, comprehensive resources, research, professional development opportunities, academic alliances, and advisory services.

SHRM in India provides a platform for thought leadership, sharing of best practices, and professional networking within the Indian and global HR communities in order to take the profession higher through continuous and collaborative learning.

The SHRM India Knowledge Center brings together knowledge and expertise in every aspect of HR in one place, for the convenience of the practitioner. Together, the SHRM India Knowledge Center resources enable and equip the modern day HR professional to deliver in the current work context and meet future challenges. Supported by over 50 subject matter experts and internal expertise, the SHRM India Knowledge Center offers cutting-edge resources across all key and emerging HR disciplines. These include thought leadership, advisory panels, tools and templates, virtual events, and research.

SHRM's comprehensive Online Resources provide rich content on both www.shrmindia.org and www.shrm.org. As a vast repository of articles, research papers, case studies, and related materials on every aspect of HR within the Indian and global contexts, these resources constitute the most current and comprehensive body of knowledge in HR. The two websites also link to social media, provide up-to-date information on events, and are the gateway to the Knowledge Center, virtual events, and advisory panels.

SHRM India also offers Professional Development Programs, customized learning frameworks, and skill-building workshops with a focus on strengthening the core competencies of HR professionals. These include focused programs in each of the HR sub-functions such as Total Rewards, Staffing and Recruitment, Performance Management, and



Business Alignment across all career levels.

SHRM's Advisory Services offer consulting and customized solutions for corporates and academic institutions based on their business challenges and developmental needs. The core areas of advisory services are Leadership and Culture, Learning and Development, Performance and Rewards, Organization Structuring, Talent Management and Employee Engagement, HR, and People Manager Development.

The University Alliance practice of SHRM India provides high-quality standards of HR knowledge across universities in India and supports the HR curriculum with the world-renowned SHRM body of knowledge built over the course of the past 64 years. The purpose of this initiative is to develop a broad and consistent channel of HR talent in India.

The SHRM India Forums held in various locations across India are local learning stations, which enable professional development, networking, exchange of knowledge resources, and practices within the Indian and global HR communities.

SHRM India continuously strives to release the latent potential of worldwide knowledge exchange in the space of business HR by constantly expanding and redefining the HR profession and practice in India and around the world.

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REPORT STRUCTURE

SECTION 1

- Overview of the literature on multiple generations in the workforce
- Outline of the Indian context to arrive at the gaps in literature
- Need for current study

SECTION 2

- 3-stage methodology

SECTION 3

- Data analysis

SECTION 4

- Key findings

SECTION 5

- Implications of the study for practitioners



CONTENTS

List of Tables

List of Figures

1. Origin & Definition of the Construct “Generation”

2. Research Design & Methodology

3. Data Analysis

Discovery Phase: Rokeach Values Survey

Validation Phase: Work Values Survey

Indian Generational Cohorts and Work Values

Integration Phase

4. Key Findings

Generational Collaboration and Conflict

5. Discussion & Conclusion

Managerial Implications

Way Forward

Conclusion

Caselets

Annexures

Annexure 1: Sample Questionnaires

Annexure 2: Tables

References

Acknowledgements





LIST OF TABLES

- Table 1.1:** Classification of Generations in India
- Table 2.1:** Sample Demographics from Rokeach Values Survey (Discovery Phase)
- Table 2.2:** Sampling and No. of responses Collected for in Validation Phase
- Table 2.3:** Sample Demographics of the Responses Collected in Validation Phase
- Table 3.1:** Overall Spread of Ranks for Terminal and Instrumental Values across the Entire Sample
- Table 3.2:** Differences due to Gender in Rokeach Values
- Table 3.3:** Differences due to Marital Status in Terminal & Instrumental Values
- Table 3.4:** Differences due to Geographic Location in Terminal & Instrumental Values
- Table 3.5:** Comparison of Terminal and Instrumental Values across Age Groups
- Table 3.6:** Differences in Values across Different Family Types
- Table 3.7:** Differences in Values across Financial Roles
- Table 3.8:** Differences in Values due to Father's Educational Background
- Table 3.9:** Differences in Values due to Father's Occupation
- Table 3.10:** Cluster Analysis of Rokeach Values Survey Data (Sample Size: 910)
- Table 3.11:** Demographic Profile across Gender
- Table 3.12:** Comparison of Mean Ratings
- Table 3.13:** Differences due to Family Type
- Table 3.14:** Differences due to Financial Role
- Table 3.15:** Differences due to Father's Educational Background
- Table 3.16:** Differences due to Father's Occupation
- Table 3.17:** Differences due to Geographical Location
- Table 3.18:** Differences due to Marital Status
- Table 3.19:** No. of Respondents across 2 clusters
- Table 3.20:** Chi-square Analysis & Test of Proportions across 2 clusters
- Table 3.21:** Demographic Statistics across 4 groups
- Table 3.22:** Comparison of Mean Ratings across Indian Generational Cohorts



LIST OF FIGURES

- Figure 1:** Future Workforce Profile in India (Based on Population Distribution in 2011)
- Figure 2:** Objectives of the Study
- Figure 3:** Phases of Research Design & Methodology
- Figure 4:** High-Ranked Rokeach Values Based on Demographic Variables
- Figure 5:** Summary of Cluster Analysis
- Figure 6:** Factor Analysis and Reliability Analysis
- Figure 7:** High-Ranked Work Values Based on Demographic Profiles
- Figure 8:** Socio-Demographic Profiling across the 2 Clusters
- Figure 9:** Classification of Generations in the Indian Context
- Figure 10:** Generational Categories and Significant Differences in Values
- Figure 11:** Archetypes of Generations Using Socio-Economic Variables and Values
- Figure 12:** Significant Regional Differences in Work Values
- Figure 13:** Inter-Generational Collaboration within Organizations





1. ORIGIN & DEFINITION OF THE CONSTRUCT “GENERATION”

In an increasingly globalized world where knowledge and information define the economy of the future, having more generations working side by side makes it crucial for organizations to address multigenerational diversity and intergenerational conflict at the workplace (Murphy, 2007).

Defining Generations

Defining the construct of “generations” has proved to be difficult. Several scholars in various disciplines have made multiple attempts to define this phenomenon (see Joshi et al., 2010, among others).

The Historical Context: *Saecula*- Strauss and Howe (1991) refer to “generations” as a cyclical theory of history consisting of archetypes. The authors studied Anglo-American history by dividing it into *saecula* or seasonal cycles of history. A *saeculum* is about 90 years long—the length of a long human life—and is further divided into four “Turnings” that are about 22 years long. They proposed that children who were raised during a particular Turning share similar historical and cultural experiences, resulting in distinct generational types.

The Sociological Context: Common habitus & culture- Mannheim (1952) and later scholars defined a generation as a group of people “who share a common habitus, nexus and culture, a collective memory that serves to integrate” (Eyerman and Turner, 1998). There are two important elements to the term “generation”—a common location in historical time and a “distinct consciousness of that historical position, shaped by the events and experiences of that time” (Gilleard, 2004). A generation is popularly defined as “an identifiable group that shares birth years, age, location and significant life events at critical developmental stages” (Kupperschmidt, 2000); this definition draws on the notion of a common location in time.

Collective Memories- Recent years have witnessed increasing interest in defining generations based on “collective memories” (Holbrook and Schindler, 1996). People who are in adolescence or young adulthood during particularly significant national or international events will form a shared memory of those events, which will affect their future attitudes, preferences, and behaviors (Parry and Urwin, 2011). Therefore, generations can be viewed as cohorts of people born in the same year/period who then experience similar and specific transitions of society or societal changes at typically the same chronological age (Murphy et al., 2010; D’Amato and Herzfeldt, 2008; Smola and Sutton, 2002; Mannheim, 1952), develop similarities in their attitudes and beliefs based on shared life experiences or collective memories, and hence have identifiable characteristics by which they differ. Since the significant events are more local, we would expect the generations to vary across locations and culture, based on their life experiences.

Generational differences were found to impact all aspects of people management. Further, generational differences have the potential to cause serious conflict within the workplace (Karp and Sirias, 2001). Researchers identified

2. Various studies have dealt with the impact of generational differences on specific aspects of people management: recruitment (Charrier, 2000), training and development (Berl, 2006; Tulgan, 1996), career development (McDonald and Hite, 2008; Ansoorian et al., 2003), rewards and working arrangements (Carlson, 2004; Filipczak, 1994), and management style (Losyk, 1997; Tulgan, 1996).



generational differences in values (Lyons, 2004), motivation (Wong et al., 2008), work values (Chen and Choi, 2008), and workplace fun (Lamm and Meeks, 2009). However, research in this field has been plagued by methodological problems related to the use of cross-sectional design, compounding of age and stage effects in cohort analysis, and the use of varying birth years to define generations across different studies (Parry and Urwin, 2011). To date, most of the research in this field has been conducted in Western contexts (U.S., U.K., Canada, and Australia). While studies conducted in other cultural contexts argued for different historical events that shaped the specific behaviors of generations, the Western classification of Veterans, Baby Boomers, Gen X, and Gen Y continued to be used. Several scholars also alluded to national culture differences in generational values (Whiteoak et al., 2006; Egri and Ralston, 2004). In the next section, we explore the findings of studies in the Asian context and compare them to research findings in the global context.

Studies in the Asian Context

The literature on generational differences consists mostly of studies pertaining to the Western countries. While generational differences exist across the world, the definition of generations remains specific to a given society, as the differences in any society are shaped by political, socio-economic, and cultural events (Hole et al., 2010).

The Asian region has a large population and is a hub for varied cultures, religions, politics, and ethnic minorities. Most countries in this region have embarked on a journey of economic liberalization in the last two decades. Yu and Miller (2005) identified a generation gap between Baby Boomers and Gen X in the Oriental context. In the Malaysian context, the expectation-perception gap was found to be a potential source of misperception and misunderstanding among employees from three generational cohorts; further, cultural background was found to have significant influence on work values, ethics, and behaviors (Angeline, 2011).

Egri and Ralston (2004) compared generational cohorts and personal values between the U.S. and China. The authors conceptualized four generations in China—Social reform, Republican, Consolidation, and Cultural Revolution—based on political and historical events. They found significant differences between the U.S. and Chinese cohorts, which supports the argument that national cultural context has an impact on generational values. Findings from studies in the Korean context show differences in values across generations. Loyalty, trust, cooperation, reciprocity, humility, benevolence, being hardworking, and being ambitious—which are some of the traditional characteristics of Korean culture—are being challenged as younger generations are increasingly influenced by Western culture (Rupnow, 2011). Nationalism, technology, the Korean wave, and the media appear to influence the way generations get defined (Flake, 2008). Other studies argue that global traumatic events may facilitate the development of a global generation (Edmunds and Turner, 2005).

Research Gaps

The review of the extant literature shows there is mixed understanding on how generations have been conceptualized, defined, and categorized by academics and practitioners. There appear to be key gaps in the research on generations.

3. Studies on generational diversity in the Western context include Parry and Urwin (2011), Rood (2011), Meriac et al. (2010), Murphy et al. (2010), Chen and Choi (2008), Gursoy et al. (2008), and Smola and Sutton (2002), among others.





No common understanding of the term “generations”- Since the construct of generations is socially embedded, the variations in defining or understanding the term assume great significance. “Generation” as a construct is generally categorized and defined based on birth years or age, which is an imprecise measure—the length of a generation in this sense could vary from twenty to thirty years depending on the age of marriage, childbirth, and average family size in a country.

Influence of other demographic variables not taken into account- The arguments on how defining events can shape a collective way of thinking across a cohort are arrived at logically. However, the influence of other variables such as personal experiences, family upbringing, and socio-cultural attributes that shape generational attitudes is not well understood. Studies with findings that are contradictory to the popular stereotypes of generations highlight this point. It can also be argued that major world events are unlikely to impact all nations in a similar manner. Therefore, we should expect national differences in generational characteristics.

Importance of intra-generational differences in emerging economies- According to Parry and Urwin (2011), cohorts are likely to differ across location and culture. Further, according to Edmunds and Turner (2005), in a globalized world, there is a convergence of experience across cultural groups—the notion of “global generations”. Given these arguments, exploring generational differences in emerging economies that are going through a transition phase (such as India) becomes critical. The rapid growth in the last decade (as of November 2013, India has witnessed deceleration in growth; however the domestic economy is experiencing a GDP growth rate at 5%) has meant a significant change in the demography of organizations in India. Companies have needed to hire from smaller towns and cities to meet the demand for labor. Therefore, we argue that intra-generational differences are likely to be high within Indian organizations.

To summarize, most of the studies on generational differences pertain to the Western context. There is a need for more cross-cultural research given the potential for variation in the socio-cultural and historical events in different countries and across different strata within a country (Macky et al., 2008). There is a paucity of research in the Asian context and in the Indian context, in particular.

Making Sense of Indian Generations

India is one of the most complex countries to understand and make sense of. Marketers refer to Consumer India as schizophrenic (Bijapurkar, 2007) since words such as “heterogeneous” and “plural” do not even begin to convey the extent of India's diversity. In many ways, the business and management culture in India has always been a reflection of the complexity and diversity that characterizes the country as a whole. India has 28 states and 22 official languages. After liberalization in 1991, different states in India have shown economic development at varying paces. Therefore, as Dreze and Sen (1999) (as cited in Bijapurkar, 2007) mention, out of the 28 states, some Indian states are worse than Sub-Saharan Africa, while others are better than China. Rural and urban India are at different stages of evolution. Even within rural India, often within the same state, there are oases of development poised to leapfrog and become more developed than urban India.

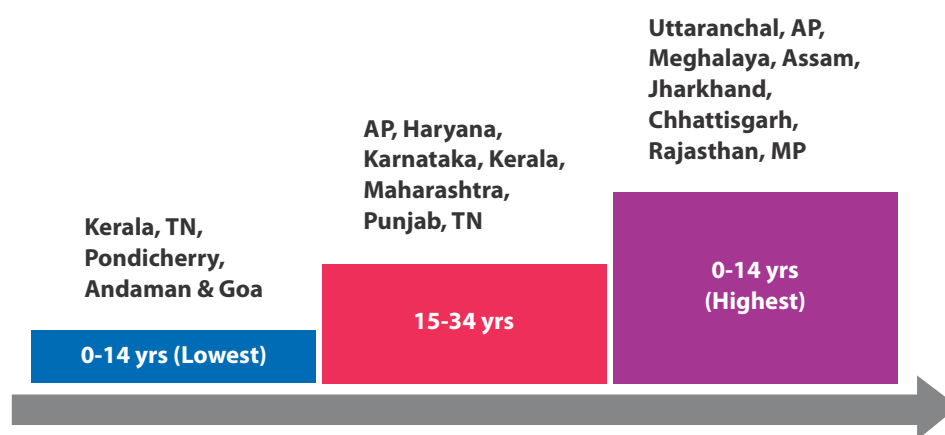
4. Studies that contradict the stereotypes of generations include Rood (2011), Chen and Choi (2008), Kim (2008), Yu and Miller (2005), and Appelbaum et al. (2004).



According to Census data of 2011, the population of India has increased from 238.4 million in 1901 to 1210 million in 2011. Out of this, 29.7% of the population is between 0–14 years of age, 64.9% is between 15–64 years of age, and 5.5% is above 65 years. It is estimated that by 2020, 50% of the Indian population will be below 25 years of age (SHRM, 2011) and that the talent pools of younger people under the age of 30 will have a growth percentage of 5.6. However, the talent pool is not a homogeneous one, given the differences in economic development among the Indian states.

Figure 1 shows that the states with the highest proportion of population in the age group of 0–14 are Jharkhand, Rajasthan, Madhya Pradesh (MP) and others. Therefore, these are the states from where employees would be entering the workforce in the future. The change in the state-wise composition of future employees is quite significant in a country such as India, where the language differences across states are high and so is the performance on Human Development Indicators such as health and education. These factors have a direct impact on the quality of the workforce. Despite this, very little is known about regional differences in the quality of talent among generations.

Figure 1: Future Workforce Profile in India (Based on Population Distribution in 2011)



There have been several attempts to contextualize Indian generations based on the definition of generations in the global literature. The contribution of the field of marketing in defining consumer generations in the Indian context is significant. Table 1.1 (Annexure 2) illustrates the various attempts at classifying generations in the Indian context. While these studies attempted to identify the dominant characteristics of generations, all of them suffered from the same methodological and conceptual issues that afflicted the global research on this subject (as mentioned earlier).

As was discussed earlier, generations are socially embedded in the context of national events. Since the 1990s, India has been through significant transformations. The process of liberalizing the economy is still incomplete. In the last decade, India has emerged as a significant player in the international markets. The corporate sector in India has witnessed unprecedented changes in the same period. The emergence of multinational players in the Indian market has resulted in a number of global management practices being adopted by local firms. The exponential growth of information, communication, and technology has meant significant changes in the manner in which organizations are managed. Yet, agriculture continues to remain a significant contributor in terms of employment to the country. The co-existence of three economies namely agricultural, manufacturing and knowledge/services economy in significant proportions creates a unique social context in newly emerging markets like India. However, there is a growing recognition that the process of liberalization is still underway and that “inclusive economic growth” has not yet occurred.

Various authors have studied management practices in the Indian context (Chatterjee and Heuer, 2006; Neelankavil et al., 2000). Indian managers have been noted for their ability to tolerate high levels of ambiguity and uncertainty



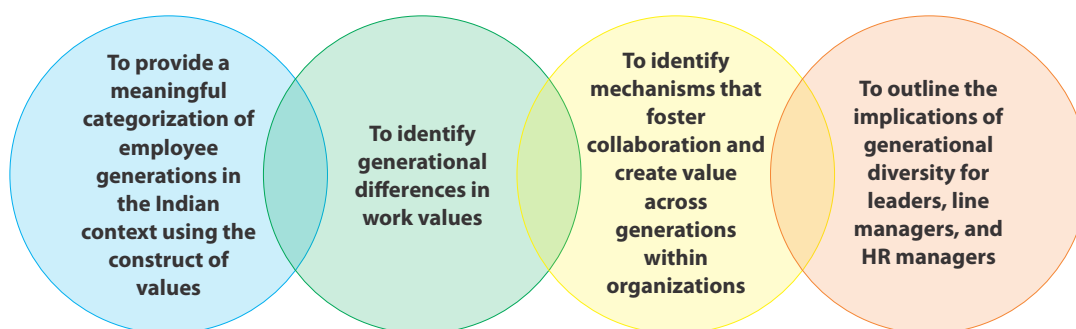


(Hofstede, 1991). Several research surveys involving Asian managers have contended that the business leaders in the region are able to maintain a duality of values—one field of value formation is drawn from their own cultural heritage, while the other impacts on them through the wider forces of internationalization (Chatterjee and Heuer, 2006; Kakar et al., 2002; Neelankavil et al., 2000; Bedi, 1991). The liberalization of the Indian economy and the imperatives of globalization have impacted the managerial mindsets. Studies have reported tensions between the traditional, indigenous Indian values and the new, global values (Chatterjee and Pearson, 2000; Khandwalla, 1996; Kao et al., 1995). While there is a hybridization of management systems and personalization of relationships in the workplace (Neelankavil et al., 2000), very little is known about how these manifest in the workplace. A study comparing Indian CEOs with CEOs in the U.S. (Kakar et al., 2002) found that despite the former group's extensive exposure to Western management concepts and practices, the influence of Indian culture on senior managers' perceptions of top leadership has not disappeared. On the one hand, Indian CEOs were criticized as being authoritarian in some aspects of their behavior; on the other, they received greater idealization from their teams of senior managers than was the case in the Western sample. Sinha and Kanungo (1997) noted that “work” for Indian workers involves more than what is accomplished in one's job. Indian workers greatly value good relationships between bosses and direct reportees. Similarly, respect for age and seniority consistently emerged as a characteristic of the Indian context (Gopalan and Stahl, 1998).

A few scholars also recognized differences in work values and motivations across different regions (Kamdar, 2002; Kapur and Ramamurti, 2001; Sinha et al., 1994). Sinha et al. (2004) found regional similarities and differences in people's beliefs, practices, and preferences. In this study, 753 students from seven cities reported their perception of what others believed and the extent to which they attached importance to their own/others' opinions, desires, and interests. Five values emerged, as opposed to those reported in studies in a Western context—embeddedness in one's in-group; harmony and tolerance; duty in contrast to hedonism; preferences for personalized relationships; and arranging persons, objects, ideas, and relationships hierarchically. Three distinct clusters emerged out of the seven cities involved in the study—Patna and Varanasi; Baroda, Lucknow, and Kharagpur; and Chennai and Bangalore. Apart from these cultural and sociological studies, the field of consumer research provides some valuable insights. According to the report *Inside Facebook Gold* (2011), older users seem to be turning into a relevant user group in India for social media. While India's Facebook user base between the age group of 18–25 years exceeds the average across the top 15 countries according to Facebook users, the users in the age group of 35–44 grew by nearly 20% in the year 2012. It appears that changes in adopting technology are occurring not just in the younger age group, but across other age groups too. Therefore, understanding multiple generations in the Indian context requires a more nuanced unbundling of the construct of generations.

The objectives of the present study are presented in Figure 2.

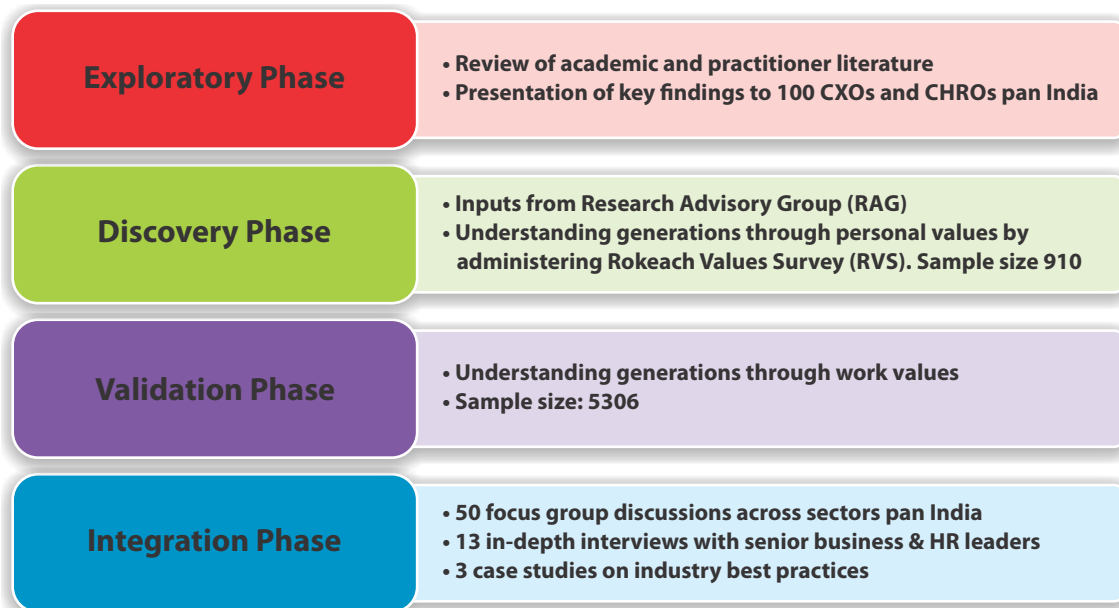
Figure 2: Objectives of the Study



2. RESEARCH DESIGN & METHODOLOGY

The research design and methodology of the study consisted of four phases (Figure 3).

Figure 3: Phases of Research Design & Methodology



Exploratory Phase

In the first phase, the research team undertook an extensive review of academic and practitioner literature. The key findings and research gaps were presented to 100 CXOs and CHROs from different sectors across India. The intent was to engage practitioners and get them to articulate their experiences in managing a multi-generational workforce. The key themes that emerged from these roundtable discussions were as follows.

- a) Multi-generational diversity is a complex construct. The CXOs mentioned that “they experience the challenges but are unable to articulate what generations mean within their organizations”
- b) While the four generational categories used in the Western literature are useful to frame the problem, the practitioners found that these categories did not map completely with their experiences involving Indian generations
- c) The CXOs were divided as to whether there were three or four generational cohorts in the Indian workplace. There was disagreement about whether age was a good variable to define generational cohorts





Discovery Phase

In the second phase, based on the inputs from the roundtable discussions and the suggestions from the Research Advisory Group (which was constituted for the project and comprised eminent practitioners and academics), personal values were used as a basis to categorize generations in India. Value is defined as an “enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence” (Rokeach, 1973). Within the literature, values are known to impact motivation (Locke, 1991), organizational commitment (Meyer et al., 1998), decision making (Meglino and Ravlin, 1998), career choice (Judge and Bretz, 1992), and organizational citizenship behavior (Feather and Rauter, 2004).

Two classes of values were included in this phase—terminal values and instrumental values. Terminal values are values concerned with goals or the “end-states of existence” while instrumental values are those concerned with the means to the goals or the “modes of conduct”. Data on demographic variables was collected. The Rokeach Values Survey (RVS), a standard instrument, was administered to 910 respondents who were asked to rank 18 terminal values and 18 instrumental values in the order of importance as perceived by them. The demographic variables that impacted these values as well as the values that were considered important by employees belonging to different cohorts were explored further through in-depth interviews, which helped to understand how employees interpreted these values.

Validation Phase

In the third phase, the focus was on understanding the importance of work values among different employee generations in the workplace. Work values can be defined as generalized beliefs about the relative desirability of various aspects of work and work-related outcomes (Ros et al., 1999; Dose, 1997; George and Jones, 1997). Work values answer the question “What is important to individuals in their working lives?” Work values include six constructs—intrinsic, extrinsic, altruism, social, status, and freedom.

For this study, a 38-item scale was adapted from an existing work values instrument (Lyon, 2004). The respondents were asked to rate how important each value was to them on a 5-point Likert-type rating scale (with 1 = “highly unimportant” up to 5 = “highly important”) and the extent to which the values were practiced in their respective organization using a 5-point Likert scale (with 1 = “not at all” up to 5 = “to a large extent”). The survey instrument showed reliability (Cronbach alpha) of more than 0.7.

Out of 11,700 employees from seven organizations who were approached for the study, 6637 responses were collected, with a response rate of 56.73%. Out of the 6637 responses, the usable responses were 5306, with a hit rate of 79.95%. Table 2.2 (Annexure 2) provides a snapshot of the sample and the total number of responses for the study.

The average age, professional experience, and tenure of the respondents in the sample (5306) were 32.12 years, 5.3 years, and 9.1 years, respectively. The sample was dominated by men (75.4%) and those whose education level was at least graduation. 54.7% of the sample hailed from metro cities, 64.2% were married, and 58.9% were from nuclear families. The demographics of the sample are included in Table 2.3 (Annexure 2).

5. The Rokeach Values Questionnaire (Values & Generations) is provided in Annexure 1. Information related to the sample of this study is provided in Table 2.1 (Annexure 2). distinguished the collective unconscious from the personal unconscious—the personal unconscious is a personal reservoir of experiences unique to each individual, while the collective unconscious collects and organizes those personal experiences in a similar way with each member of a particular species. Since they are part of the unconscious, the existence of archetypes can only be deduced indirectly by examining behavior, images, and assumptions.



Integration Phase

The fourth and final phase consisted of focus group discussions and in-depth interviews with the key respondents. Based on the findings that emerged from the Rokeach Values Survey and the Work Values Survey, 50 focus group discussions were held with the respondents from different regions of the country and across sectors like IT, finance/banking, infrastructure, pharmaceutical, manufacturing, and retail in order to assess in detail how values were interpreted by employees. The focus group discussions allowed a more nuanced understanding of the findings. Interviews were conducted with HR leaders and CXOs to understand and identify how managers coped with generational differences and the manner in which organizations were attempting to build spaces for inter-generational collaboration. Apart from this, additional data pertaining to the best practices on generational diversity and inclusion adopted by organizations was developed into case studies.

3. DATA ANALYSIS

The data analysis for the discovery phase using the Rokeach Values Survey and the validation phase using the Work Values Survey is presented below.

Discovery Phase: Rokeach Values Survey

The Rokeach Values Survey (RVS) was administered to 910 respondents who were asked to rank 18 terminal values and 18 instrumental values in the order of importance as perceived by them. Since it was ranked data, the median was considered to be the most appropriate measure of central tendency. Tables 3.1 (Annexure 2) presents the overall ranking of the terminal and instrumental values across the sample.

Table 3.1 shows that the most highly-ranked terminal value in terms of the median scores was *Family security*, followed by *Health*, *Respect*, and *Comfortable life*, in that order. The median scores for instrumental values indicate that *Honest*, *Ambitious*, *Responsible* were ranked highest. *Capable* and *Broadminded* shared a joint fourth rank.

The terminal values ranked lowest were *World of beauty*, *World of peace*, and *Salvation*. The instrumental values *Imaginative*, *Forgiving*, *Obedient*, and *Polite* were ranked low on priority.

Differences across Socio-Demographic Profiles

The median test was conducted and the Composite Rank Order (CRO) was analyzed to understand the differences and the similarities across all the socio-demographic profiles. Composite rank ordering helps us understand the relative ranking of the values across the entire list and gives a more comprehensive understanding of priorities.

Gender

Table 3.2 (Annexure 2) presents the differences and the similarities in the way men and women ranked values based on the median test.





The analysis reveals that men ranked the values of *Exciting life*, *National security*, *Capable*, and *Responsible* higher than the women did. Women ranked *Inner harmony*, *Self-respect*, *Independent*, and *Loving* higher than the men did.

Marital Status

Family security and *Responsible* emerged as high-ranked values among married respondents as compared to the responses of the single respondents. *Self-controlled* was ranked higher by single respondents than by their married counterparts (Table 3.3, Annexure 2).

Metro/Non-metro/Town/Village

The place where each respondent hailed from was classified into metro city, non-metro city, town, or village. The top four terminal values of *Family security*, *Health*, *Self-respect*, and *Comfortable life* were common across all respondents; these values were not impacted by the respondents' place of origin (Table 3.4, Annexure 2). However, values such as *Inner harmony*, *Sense of accomplishment*, *Social recognition*, and *True friendship* differed significantly—respondents hailing from the towns ranked *Inner harmony* high; respondents from the metro cities ranked *True friendship* high; respondents from the villages ranked *Social recognition* higher; and respondents from the non-metro cities gave a high rank to *Sense of accomplishment*. *Ambitious*, *Honesty*, and *Responsible* featured as the top-ranked instrumental values across the different backgrounds. *Clean* and *Intellectual* were ranked higher by respondents from towns than by the others.

Age

Three age groups based on the Indian generational categories (Rajesh, 2010) were used in this analysis. The sample was divided into three groups—those in the age group of 20 to 30; those aged between 31 and 40 years; and those above the age of 41. The comparison of the terminal and the instrumental values across these age groups is provided in Table 3.5 (Annexure 2).

While *Comfortable life*, *Helpful*, and *Responsible* were ranked high by those in the age group between 31 and 40 years, *True friendship*, *Imaginative*, and *Loving* were ranked highest by those in the 20–30 age group. *Inner harmony* and *Sense of accomplishment* were ranked high by respondents above the age of 41. Overall, professional experience as a demographic variable was highly correlated with age.

Family Type

Table 3.6 (Annexure 2) shows there are differences in values among those who stay alone or with friends, those who stay in a nuclear family, and those who stay in a joint family. Those who stayed in joint families ranked *Ambition* and *Clean* higher. Respondents from nuclear families ranked significantly high. Those who stayed alone or with friends ranked *True friendship* and *Self-controlled* the highest compared to the other respondents.

Financial Role in Family

An individual's financial contribution to the family in terms of whether he/she is the only earning member or a supporting earning member, or whether the family is independent of his/her earning determines his/her position, roles, and responsibilities in the family. On attempting to understand the differences in value priorities due to these



variables, it was found that respondents whose families were independent of their earnings ranked *True friendship*, *Imaginative*, and *Intellectual* high (Table 3.7, Annexure 2). Respondents who were supporting earning members ranked *National security* comparatively higher, while sole earning members ranked *Responsible* high.

Father's Education

The education level of the respondent's father (Table 3.8, Annexure 2) has a relationship with the rating of terminal values such as *Salvation*, *Sense of accomplishment*, and *World of beauty*. While *Salvation* and *World of beauty* were ranked significantly high by most of the respondents whose fathers had not completed their schooling (i.e., had not passed 10th grade.), *Sense of accomplishment* was significantly higher priority to those whose fathers were postgraduates. There was a great deal of variation in the ranking of instrumental values across the sample. While *Clean* as a value was ranked highest by those whose fathers had not completed schooling, it was ranked lowest by those whose fathers were postgraduates. The latter category ranked *Loyal* to be of highest priority when compared to those whose fathers had not completed schooling. *Intellectual* was ranked equally high by both categories of respondents—those fathers were postgraduates and those whose fathers had not completed 10th std.; those whose fathers were diploma or ITI holders ranked this value the lowest. Respondents whose fathers were graduates or postgraduates ranked *Logical* higher than those whose fathers had not completed 10th grade. and those whose fathers had studied up to ITI, Diploma, and so on.

Father's Occupation

Respondents whose fathers were agriculturists' ranked values such as *True friendship* and *Clean* high and they ranked values such as *Sense of accomplishment*, *Imaginative*, and *Intellectual* lower, especially when compared to those whose fathers were employed in the private sector (Table 3.9, Annexure 2).

Figure 4 on the next page summarizes the high-ranked values based on the demographic variables.





Figure 4: High-Ranked Rokeach Values Based on Demographic Variables

Demographics		Rokeach Values
Gender	Men	<i>Exciting life, National security, Capable, Responsible</i>
	Women	<i>Inner harmony, Self-respect, Independent, Loving</i>
Marital Status	Married	<i>Family security, Responsible</i>
	Single	<i>Self-controlled</i>
Geographic Location	Metro cities	<i>True friendship</i>
	Non-metro cities	<i>Sense of accomplishment</i>
	Town	<i>Inner harmony, Clean, Intelligent</i>
	Village	<i>Social recognition</i>
	Top 4 value common across locations	<i>Family Security, Health Self-Respect, Comfortable life, Ambitious, Honesty, Responsible</i>
Age	20-30 yrs	<i>True friendship, Imaginative, Loving</i>
	31-40 yrs	<i>Comfortable life, Helpful, Responsible</i>
	>41 yrs	<i>Inner harmony, Sense of accomplishment</i>
Family type	Joint families	<i>Ambition, Clean</i>
	Nuclear families	<i>Inner harmony</i>
	Staying alone	<i>True friendship, Self-controlled</i>
Financial role in the family	Those whose families are not dependent on their earnings	<i>True friendship, Imaginative, Intellectual</i>
	Supporting earning members	<i>National security</i>
	Sole earning members	<i>Responsible</i>
Father's education	<10th grade	<i>Salvation, World of beauty, Clean, Intellectual</i>
	ITI/Diploma	<i>Logical</i>
	Graduates	<i>Logical</i>
	Postgraduates	<i>Sense of accomplishment, Loyal, Intellectual</i>
Father's occupation	Agriculture	<i>True friendship, Clean</i>
	Private sector	<i>Sense of accomplishment, Imaginative, Intellectual</i>

Figure 4 shows that socio-economic parameters related to demographics have an impact on the values. We did a cluster analysis to determine the combined impact of these demographic variables on the values.

Cluster Analysis

Cluster analysis was performed on the sample of 910 respondents to understand how the demographic characteristics formed a natural group based on the rankings given. The sample was found to be grouped into four clusters with a sample size of 249, 206, 231, and 224, respectively (Table 3.10, Annexure 2). Fisher's test of proportions yielded the following results and the most significant differences are presented in the Figure below.

- Cluster 1 had a significantly lesser proportion of people from a village background compared to clusters 2, 3, and 4. Cluster 1 had significantly lesser proportion of people in the age group of 30–40 and significantly more people above the age of 41. Cluster 1 had a significantly larger proportion of people from the non-metro cities compared to cluster 2 and cluster 4. Cluster 1 had more people whose families were independent on their



earnings compared to cluster 3 and cluster 4. Cluster 1 had a significantly higher proportion of respondents who had had an English-medium education compared to cluster 2 and cluster 4. Cluster 1 was characteristically dominated by the respondents, whose fathers had been in the private sector and were graduates. Cluster 1 was dominated by those with more educated mothers (either graduates or postgraduates).

- Cluster 2 had a significantly higher proportion of respondents who had been educated in a regional medium compared to cluster 1, followed by the second highest number in cluster 4. Cluster 2 and cluster 4 significantly differed from cluster 1 and 3 in having more people whose fathers were educated up to 10th grade. or lower. Cluster 2 was dominated by respondents whose fathers were either agriculturists or in the government service.
- Cluster 3 also had a significantly larger number of people from the non-metro cities when compared to cluster 4. Cluster 3 had more people in the age group of 30–40 years and fewer people above the age of 41. Cluster 3 significantly differed from the clusters 1 and 2 in that it had a larger proportion of people who were supporting earning members. Cluster 3 was dominated by a higher proportion of respondents, whose fathers were graduates, with Cluster 1 having the highest proportion of such respondents.
- Cluster 4 had more respondents whose parents were either agriculturists or in other professions such as family business, driver, doctor, and so on. Cluster 4 was significantly dominated by the respondents, whose mothers had not finished 10th grade.

Figure 5: Summary of Cluster Analysis

	Cluster 1	Cluster 2	Cluster 3	Cluster 4
Background	Highest: Non-metro Lowest: Village	Highest: Village Lowest: Non-metro	Highest: Non-metro Highest: Non-metro	
Age group	Highest: 40+ Lowest: 30-40	Lowest: 40+	Highest: 30-40 Lowest: 40+	
Financial role	Highest: Family independent of earning	Lowest: Supporting earning member	Highest: Supporting earning member	
Medium of education	Highest: English medium	Highest: Regional medium		Not completed 10 th grade
Father's education	Highest: Graduates	Highest: <=10 th grade.		
Father's education	Highest: Graduates	Highest: <=10 th grade.		
Father's occupation	Highest: Private sector	Highest: Government sector and agriculture		Highest: Agriculture and professional
Mother's education	Highest: Graduates and postgraduates			Highest: <10 th grade
Mother's occupation			Highest: Homemakers	

The first phase of the study revealed the role that demographic variables played in the manner in which respondents





ranked the values. The next phase was to examine the extent to which the demographic variables impacted the work values in an organizational context.

Validation Phase: Work Values Survey

In this phase of the study, three sets of analyses were conducted.

1. The first analysis was intended to understand how respondents in organizations rated work values that were important to them
2. The second analysis was meant to arrive at the differences in work values based on the five key variables identified in the exploratory study, namely, geographic background, father's education, father's occupation, earning status in the family, and the medium of education
3. A final analysis was done using the current generational cohorts proposed by Indian researchers (Rajesh, 2010) to examine whether the differences were supported by the data

As mentioned earlier, the Work Values Survey was used to understand the differences across generational cohorts based on the demographic variables. An analysis of the demographic profile across gender (Table 3.11, Annexure 2) was done to understand whether the proportion of women in the sample reflected the larger context of organizations. Factor analysis was performed to understand the underlying grouping of the work values that were conceptualized. Figure 6 shows that the work values were grouped into six factors—*intrinsic, extrinsic, social, altruism, status, and freedom*. The reliability analysis conducted across these six constructs showed a Cronbach alpha >0.6, indicating good reliability of the survey constructs

Figure 6: Factor Analysis and Reliability Analysis

Factors	Factor names	Variables	% variance explained	Reliability (cronbach alpha)	Mean rating
Factor1	Intrinsic	<i>Intellectually stimulating challenging work, Interesting work, Acquire new skills, Creativity, Variety Accomplishment, Use your abilities, Competence is recognized</i>	12.64%	0.879	4.45
Factor 2	Extrinsic	<i>Designation, Salary, Job security, Promotion physically comfortable, Bonus/incentives, Work life balance life balance</i>	11.29%	0.858	4.5
Factor 3	Social	<i>Fun, Friendly co-workers, Respectable co-workers, Competent co-workers, Supportive supervisor, Supervisor valuing performance</i>	9.74%	0.851	4.32
Factor 4	Altruism	<i>Share knowledge, Helpful contribution to society, fair & impartial, Constructive feedback, Loyalty, Job well done is recognized</i>	9.30%	0.861	4.46
Factor 5	Status	<i>Risk-taking, Technology, Authority, Highly regarded work, Travel, Reputed organization, Work that family is proud of</i>	8.91%	0.782	4.1
Factor 6	Freedom	<i>Convenient hours, Work alone, Autonomy</i>	5.16%	0.662	4.8
	6 factors	Total variance explained	57.04%	0.951	



Importance of Work Values

Figure 6 shows that the extrinsic factors were rated as the most important (with a mean rating of 4.5), followed by altruism (4.46), intrinsic (4.45), social (4.32), status (4.10), and freedom (4.08). Each of these factors consisted of the dimensions shown in Figure 6. All the analyses presented in the following sections are based on the mean ratings of these dimensions. The mean ratings across the sample were analyzed to understand the most important and the least important work values. Table 3.12 shows that all the work values were rated between 3.73 and 4.63. The most important work values across the sample were *Physically comfortable* (4.61), *Convenient hours* (4.61), *Work that family is proud of* (4.59), and *Fun* (4.59).

Impact of Socio-Demographic Variables on Work Values

Family Type

Respondents staying alone gave higher importance to *Intellectually stimulating work* and *Autonomy* than those staying in joint families did. *Creativity*, *Reputed organization*, and *Work-life balance* featured as the most important work values for those who lived in the joint families. Respondents from the nuclear families gave high importance to *Fair & impartial* (Table 3.13, Annexure 2).

Financial Role in the Family

Those who did not contribute earnings to their families placed high importance on *Intellectually stimulating work*, *Interesting work*, *Acquire new skills*, *Accomplishment*, *Variety*, *Competence is recognized*, *Travel*, *Fun*, *Supervisory relationships*, and *Fair & impartial*. Supporting earning members gave high importance to *Physically comfortable*, *Promotion*, *Reputed organization*, *Friendly co-workers*, *Share knowledge*, *Work-life balance*, *Family pride*, *Constructive feedback*, *Loyalty*, and *Job well done is recognized* (Table 3.14, Annexure 2).

Father's Educational Background

Respondents whose fathers' education was graduation and above placed high importance on *Intellectually stimulating work*, *Interesting work*, *Accomplishment*, *Variety*, *Competence is recognized*, *Salary*, *Promotion*, *Bonus/incentives*, *Travel*, *Fun*, *Supervisory relationships*, and *Fair & impartial*. Respondents whose fathers were not graduates gave relatively higher importance to *Technology*, *Share knowledge*, and *Helpful contribution to society* (Table 3.15, Annexure 2).

Father's Occupation

Table 3.16 (Annexure 2) shows that respondents whose fathers were from the government/public sector placed high importance on *Competence is recognized*, *Supportive supervisor*, and *Fair & impartial*. Respondents whose fathers were from the private sector valued *Work-life balance*, *Salary*, and *Job security*, while those whose fathers were professionals or were in a small business valued *Promotion*, *Bonus/incentive*, *Fun*, *Supervisor valuing performance*, and *Convenient hours*.

6. Sample details of the participating organizations (Table 2.2) and sample demographics (Table 2.3) are provided in Annexure 2.





Geographical Location and Marital status

While the respondents hailing from the metros valued *Accomplishment* and *Fun*, those from the non-metro cities valued *Acquire new skills/knowledge* (Table 3.170, Annexure 2). Respondents who were single valued *Promotion*, *Travel*, *Respected co-workers*, and *Work alone as high*, while married respondents valued *Work highly regarded* as high (Table 3.18, Annexure 2).

Figure 7 gives a summary of the high-ranked work values across the various demographic profiles.

Figure 7: High-Ranked Work Values across Demographic Profiles

Demographics	Terminal Values	Instrumental Values
Marital Status	Married	<i>Work highly regarded</i>
	Single	<i>Promotion, Travel, Respected co-workers, Work alone</i>
Geographic Location	Metro cities	<i>Accomplishment, Fun</i>
	Non-metro cities	<i>Acquire new skills/knowledge</i>
Family type	Joint families	<i>Creativity, Reputed organization, Work-life balance</i>
	Nuclear families	<i>Fair & impartial</i>
	Staying alone	<i>Intellectually stimulating work, Autonomy</i>
Financial role in the family	Those whose families are not dependent on their earnings	<i>Intellectually stimulating work, Interesting work, Acquire new skills, Accomplishment, Variety, Competence is recognized, Travel, Fun, Supervisory relationship, Fair & impartial</i>
	Supporting earning members	<i>Physically comfortable, Promotion, Reputed organization, Friendly co-workers, Share knowledge, Work-life balance, Family pride, Constructive feedback, Loyalty, Job well done is recognized</i>
Father's education	<Graduation	<i>Technology, Share knowledge, Helpful contribution to society</i>
	Graduation and above	<i>Intellectually stimulating work, Interesting work, Accomplishment, Variety, Competence is recognized, Salary, Promotion, Bonus/incentives, Travel, Fun, supervisory relationships, Fair & impartial</i>
Father's occupation	Government/Public sector	<i>Competence is recognized, Supportive supervisor, Fair & impartial</i>
	Private sector	<i>Work-life balance, Salary, Job security</i>
	Professional/Small business	<i>Promotion, Bonus/incentive, Fun, supervisor valuing performance, Convenient hours</i>

Cluster Analysis

The next step was to understand the generational groupings that naturally occurred based on the ratings given to the work values by the respondents. Cluster analysis was performed based on the work value ratings of 5306 respondents. Two distinctive clusters emerged, with 1677 and 3629 respondents, respectively. Based on the analysis above, Figure 8 captures the socio-demographic profiles that constituted the two clusters. Tables 3.19 and 3.20 (Annexure 2) provide details pertaining to these two clusters. Cluster 1 was predominantly composed of male respondents who were the sole



earning members of the family; they were educated in a regional medium and their fathers were not graduates. Cluster 2 consisted of young, dominantly English medium-educated respondents, whose fathers were graduates; they were married with no children and were supporting earning members in the family.

This analysis shows that two distinct generational clusters emerged from the work values based on the ratings by the employees. The Rokeach Values Survey (Figure 5) revealed four clusters. What is evident from the two analyses is that the socio-economic criteria pertaining to father's occupation, father's education, and regional/English medium of instruction in school (of the respondents) seemed to translate as generational differences.

Figure 8: Socio-Demographic Profiling across the 2 Clusters

	Cluster 1 has higher proportion of	Cluster 2 has higher proportion of
Age group	>50 yrs	20-30 yrs
Tenure	>10 yrs	
Prof. Experience	>10 yrs	5-10 yrs
Gender	Male	Female
Medium of education	Regional medium	English
Region	West	East
Father's education	10th/12th/ITI/Diploma	Graduation
Mother's education		10th/12th/ITI/Diploma
Parental status	Having child	No child
Financial role in the family	Only earning member	Supporting earning member
Overseas exposure	Yes	No

Indian Generational Cohorts and Work Values

In the interviews with the CHROs and the key respondents at senior levels, we examined the role of collective memories in the Indian contexts. Drawing on prior research and the insights gained from the literature on the generations in the Western context, we asked respondents to identify significant socio-political, economic, and historical events that impacted India. While several political events were mentioned, their impact on organizations was not perceived as significant. There were significant differences in the recall of the events by respondents in different parts of the country. Liberalization was the only event mentioned by all the respondents as being critical from an organizational perspective. A brief overview of the different generational cohorts in the Indian context that emerged out of the interviews is provided below.

Pre-Liberalization Generation (Pre-1991)

The economic landscape in India at this time was marked by agricultural production and heavy industries. The economic growth rates averaged around 3%. This phase was characterized by two distinctly different periods—Independence to Emergency (1947-1975), where centralized planning, the setting up of public sector enterprises, and investments by the government in infrastructure fostered pride among employees; and the post-





Emergency period, which witnessed bureaucratic organizations, restricted opportunities, and favoritism. The pre-liberalization generation is characterized by values such as loyalty, national pride, and hard work.

Early Liberalization Generation (1992–2001)

Workforce entrants during this period experienced significant changes, since several traditional organizations had to undergo significant changes in their structures. The opening up of markets to the U.S. led to growth rates of 6–9%, resulting in quick economic growth; however, this growth was not accompanied by effective social development. With the penetration of technology, westernized work cultures, and an increase in the number of private organizations, the access to jobs became better. Due to this, there was a high degree of migration from the villages/towns to the metro/non-metro cities, which in turn resulted in more nuclear families and a higher number of young individuals who were staying alone. Job mobility and changing careers were acceptable during this period. People who entered the workforce during this time had renewed aspirations and challenges, along with the need to prove themselves in the globalized workplaces.

Rapid Growth Generation (2002–2006)

The period 2002–2006 was characterized by rapid growth in India. With the entry of MNCs, there was a skew in the labor market. Demand outstripped supply in all the sectors of the economy, with growth rates ranging from 4%–9.5%. Organizations began setting up offices in Tier 1 and Tier 2 cities. While education levels increased rapidly, the supply of skilled people was scarce compared to the demand. More women entered the workplace in the hospitality, financial services, and IT services sectors. Along with the organizational culture, the mindset of the people who entered the workforce during this period also went through a huge shift. While the salaries in certain sectors skyrocketed due to skills shortages, there was a shortage of talent in other sectors. The number of new entrants to the workforce was the highest during this period.

Plateaued Growth Generation (2007–2012)

With the global crisis in 2008, organizations resorted to downsizing, layoffs, and tighter performance criteria. Many graduates/postgraduates who had received job offers during campus recruitment drives were not recruited into organizations. Organizations became more conservative in hiring. More stringent performance evaluations and greater investments in training and development were being made. In this context, employees needed to examine their own contribution and gain a perspective about their careers. They also needed to cope with the changes in the environment.

Figure 9 summarizes the key characteristics of these four generations in the Indian context.



Figure 9: Classification of Generations in the Indian Context

Pre-Liberalization (Pre-1991)	Early Liberalization (1991-2001)	Rapid Growth (2002-2006)	Plateaued Growth (2007-2012)
<ul style="list-style-type: none"> • Soviet Union dominant trade partner • Closed economy • Growth rate: 3% • Traditional work cultures 	<ul style="list-style-type: none"> • Opening up of the market, entry of MNCs • Penetration of technology, more private organization being set up beginning of demand supply mismatch • Migration from rural areas to urban area (cities) • Renewed aspirations, need to prove credibility 	<ul style="list-style-type: none"> • Rapid growth: 4% 9.5% • Job market at its peak, growth of IT sector • Rise in education levels, workplaces representative of both genders • Flexible workplaces MNC practices deepen 	<ul style="list-style-type: none"> • Economy slowdown • Layoffs, global crisis, cut down on expenditures • Demand supply gap tapering • Continued uncertainty

For the purpose of this study, the sample (5306) was divided into four groups based on the respondent's year of entry into workforce as shown in Table 3.21 (Annexure 2). This table shows that the proportion of women increased across the four periods; a greater proportion of women entered the workforce during the rapid growth period (2002–2006). The proportion of people who studied in private/convent institutions and were graduates and above hailing from the metro/non-metro cities increased over the four time periods; the maximum number of such people entered the workforce during the rapid growth period (2002–2006).

Comparison of Mean Ratings

Table 3.22 (Annexure 2) shows that there were similarities and differences in the most important and the least important work values across the four generations (based on mean rating). *Job well recognized* was given a high rating by all the four generations, reflecting the importance of recognition in the organizations as perceived by the employees across generations. *Acquiring new skills* featured as an important work value for the workforce entrants of the *Plateaued* growth period (2007–2012). *Fair & impartial* was rated most important by the Pre-liberalization generation, while *Work-life balance* featured as a highly important value across all generations except the *Plateaued* growth generation. *Job security* emerged as an important value for both the Rapid growth generation as well the Early liberalization generation. The *Plateaued* growth generation gave high importance to extrinsic work values such as *Promotion*, *Salary*, *Job security*, and *Job well done is recognized*. The *Plateaued* growth generation ranked *Promotion* and *Salary* as high.

Integration Phase

In this phase, the findings from the Rokeach Values Survey and the Work Values Survey were integrated in order to unbundle the generational diversity. The focus group discussions and interviews were used to share the initial findings and seek inputs from different groups of respondents regarding their perspectives.

The objectives of the qualitative research were as follows:





- Understand how employees interpret the Rokeach values (i.e., their personal definitions) and the significance of those values in their personal and professional life
- Understand the reference point for their values in terms of the socio-cultural parameters that created, sustained, or altered these values with respect to factors such as gender, life events, family upbringing, and so on
- Understand how these values impact an individual's expectations from the workplace in terms of work values

The discussions were conducted among groups of employees who were similar in terms of their demographics and life-stage. Keeping this parameter homogenous helped us to understand whether different value-based/region-based/behavior-based clusters were emerging within a group of employees and/or across the different demographic groups that we met. The groups of employees from the participating organizations included:

1. Entry-level employees, who were mostly under the age of 28 and had less than two years of work experience
2. Mid-level managers, who were approximately between 30–40 years of age and had more than five years of work experience
3. Senior managers, who were above 40 years of age and had worked for over 10 years

Most of these groups were mixed; they included participants with different socio-economic/socio-demographic profiles. There were separate focus group discussions for groups of women employees. These groups had a mix of women at all the three levels.

The organizations that agreed to participate in this study represented a range of industries—IT/BPO, pharmaceutical, telecom, retail, manufacturing, and finance. The distribution had a range of medium and large organizations. These organizations also varied in their organizational culture and represented family-run enterprises, large Indian organizations, and multinational organizations. Interviews were conducted with 13 senior managers and leaders from the organizations that participated in the survey.

Values Important to Respondents

Through the process of unaided recall, the focus group participants were asked to mention the values that were important to them. The following values emerged as important in these discussions.

Sharing/Love/Compassion: Several respondents mentioned these values as the natural outcome of their upbringing in joint families. On the flip side, it was felt that joint families could make people a little less responsible, since there would always be someone to take on responsibility.

“Having come to the city, I learnt that “respect” is different from what we know of respect in the village. In the city, we should listen to people first; if anything wrong is being said, we have the right to point it out later. Also in the city, we respect everyone's word, not just those of elders”.

Integrity/Honesty/Sincerity: All these three aspects are easy to practice/enforce in a familial context. However, it is difficult to practice these values in the workplace. While several respondents felt these values would pay off in the long run, not many believed they had the luxury of waiting to succeed in the long term in an organizational context.



"It is easier to be honest in organizations that explicitly uphold honesty as a value, though it would depend on situations. For instance, an organization could be honest towards its employees and customers. However, if its honesty is coming in the way of getting clearances from the government, which is causing delay to customers and distress to employees, would the employees celebrate that value?"

My uncle and I were dropping off a member of our family at the railway station. We forgot to buy the platform ticket before entering. Before leaving the station, my uncle bought the platform ticket, tore it up, and threw it away. I was surprised. He told me, "You have come out of the railway station, but have you come out of your conscience?"

Honesty always helps in the long run, though in this day and age, people take it as a sign of dumbness. Speak your mind; people in an open forum seldom give their point of view. Any thought that is not spoken is of no value.

I was taught to speak the truth always, irrespective of the situation. But this is changing."

Discipline: This value was particularly emphasized by the respondents from families that were associated with the armed forces. Discipline and discretion go hand-in-hand. In organizations, one often finds an emphasis on discipline without allowing for any discretion.

"Discipline is the oil of the social machinery. Two people who go astray can spoil the entire system. Discipline is meant to keep your mind in control initially. Once you learn to control it, you can use it to your discretion. For instance, in the army they teach you discipline; but on the war front, you can take discretionary decisions. We tend to use discipline to our advantage. While we are told "Early to bed, early to rise," we don't necessarily go to bed early."

Independence/Self-reliance: These were valued by women in particular. For most respondents, this represented financial independence—being able to stand on one's feet. The idea of emotional independence was something that only a few women spoke of.

Education: For many who grew up in a middle-class family, education was seen as the ladder to improve one's socio-economic status. The emphasis, therefore, was on acquiring formal education. Education did not translate to growing or learning life skills.

"If you studied, you would be able to live and find a job in another city. If you stayed back in the village, you would depend on this patch of land, which would yield nothing. My family told me "Keep learning, keep growing". Education adds to your respect, prestige, and social value. For instance, my family in Bihar is the most educated family; everyone in my family has a Master's degree, including my mom. Education helps one earn one's bread and butter. It gives us the proper way to lead life. People respect your thoughts."

Adaptable: This value was sometimes the result of upbringing; at other times, it was the result of exposure at the workplace—a coping mechanism that helps deal with diversity at least at a superficial level.

"We should be changing quickly according to circumstances. If we hold on to our beliefs, we make no progress. Today, the market demands change; there are new technologies.

In my work, I need to travel a lot. In Infosys itself, I have changed 3 cities in the last few years. That exposure makes me think about living outside of my comfort zone.





The city shapes the values. Where you grow up and where you work, those values get layered. For instance, Bangalore has different cultures in the same base city. The city inculcates the values of change and adaptability”.

Following traditions and Culture/Religion: These values were ways of maintaining the status quo; they worked when stability and certainty were celebrated as values. In a world that emphasizes change, there is a decreasing emphasis on following traditions.

“As Indians we are an emotional lot. Hence, our culture and traditions are very important to us. Our lifestyle is changing, so we have to make sure that we hold on to our family values.

If you are doing something wrong, don't forget that someone is watching you. This makes me answerable—the fear of god.

I grew up in a traditional family. I have not been very outgoing. I am an introvert. I socialize only with a purpose. I grew up with spirituality as a value. That made me honest and hardworking, but also a little narrow-minded”.

The manner in which the top values were interpreted provided some rich and significant differences in interpretation. The focus group discussions substantiated the role of demographic variables such as type of family, parental education and occupation, and the place where the person hails from as important aspects that shape the values. The analyses support the variables identified in the quantitative surveys.

4. KEY FINDINGS

Plural and challenging—These words succinctly describe the findings of the present study. Trying to present one model of employee generations in the Indian context is a big challenge and a simple generalization in terms of birth years or significant historical events does not begin to do justice to the problem. The four key findings of the study are presented below.

Similarities and Differences in Values across Generations— We conceptualized generations in the Indian context using two lenses—the historical shared events perspective at a national level and the socio-economic cohorts at an individual level. These two perspectives interact in the organizational context, thereby influencing work values. When using a historical shared events perspective to define generations, liberalization would be a watershed event in the economic history of India. There have been significant changes in the workplace since 1991; distinct shifts in organizational demography have occurred during the last two decades. For the purpose of this study, we divided generations into four phases based on the national and sectoral growth—the Pre-liberalization generation that entered the workforce before 1991; the Early liberalization generation that includes all those who entered the workforce between 1991 and 2001; the Rapid growth generation, comprising those who entered the workforce between 2002 and 2006; and the Plateaued growth generation including those who entered the workforce between 2007 and 2012.

The top-ranked terminal values in the RVS across the four generations were *Family security, Health, Comfortable life, and Respect*. The top-ranked instrumental values across the four generations were *Ambitious, Responsible, and Honest*. Based on mean ratings, the most important work values were found to be *Physically comfortable environment,*



Convenient hours, Work that family is proud of, Fun, and Reputed organization.

The differences in personal and work values across the four generations are presented in Figure 10.

Figure 10: Generational Categories and Significant Differences in Values

Generational category Defining years	Pre-Liberalization Pre 1991	Early Liberalization 1991-2001	Rapid Growth 2002-2006	Plateasued Growth 2007-2012
Defining characteristics	Dominant public sector, import substitution policy close economy and Growth rates of about 3-5%	Introduction of structural reforms, Gradual removal of trade barriers, Deregulation of sectors, Public sector divestment, Avg. GDP growth rate -5.4% and Don't com bust	Several MNCs entered, IT services became a key export sector, increased FDI, Several sector witnessed double digit growth rates and Supply demand gap in terms of people	Global financial crisis, Exports hit, Structural reforms in sectors not complete and Organization adjusting HR practices to manage slow down
Professional experience	>21 years	>9 to 21 years	>4 to 9 years	0-4 years
Sample size	310	1250	2257	1489
Personal values (differences in ranking)	<i>Inner harmony, Sense of accomplishment, Wisdom</i>	<i>Comfortable life, Intellectual</i>	<i>Helpful, Responsible</i>	<i>True friendship, Loving, World of beauty, Self-controlled, Intellectual</i>
Work values (differences in rating)	<i>Reputed organization</i>	<i>Accomplishment, Work highly regarded, Risk-taking</i>	<i>Promotion, Salary, Job well done is recognized, Job security, Work life balance, Supervisor valuing performance</i>	<i>Job well done is recognized, Acquire new knowledge, Interesting work, Creativity</i>

Note: Only those values for which there were statistically significant differences across the four generations were included in Figure 10.

Archetypes of Generations— From a cohort perspective, the interviews and focus group discussions provided insights about the impact of socio-economic variables on work values. We were able to arrive at the archetypes of the three generations that currently exist in the Indian workforce. Archetypes have been defined as universal, archaic patterns and images that derive from the collective unconscious. The three archetypes that were identified in this study are the “Silver Spoon” generation, the “Gemini Twins” generation, and the “Rooted in the Past” generation. Figure 11 provides an overview of these archetypes based on their defining characteristics.

7. Archetypes are part of the unconscious mind and describe how the structure of the psyche autonomously organizes experience. Jung (1953) distinguished the collective unconscious from the personal unconscious—the personal unconscious is a personal reservoir of experiences unique to each individual, while the collective unconscious collects and organizes those personal experiences in a similar way with each member of a particular species. Since they are part of the unconscious, the existence of archetypes can only be deduced indirectly by examining behavior, images, and assumptions.





Figure 11: Archetypes of Generations Using Socio-Economic Variables and Values

Generational Archetypes	Silver spoon generation	Gemini twins generation	Rooted in the past generation
Social demographic variables	Metro bred, Nuclear families, Parents in transferable and government jobs, Often supporting earning members in families and, Travelled within India for education or work	First generation entrant into a metro/city, Parents often working in small businesses or the informal sector, Insular upbringing, Have moved out of hometown to study/work, Early years spent in joint families, Strong networks to home town, and Early education in regional language	Largely from small towns, First time entrant into the workforce, Often single earning member in the family, Parental education often high school, Father agriculturist, Often living alone in the city for work, And lack of opportunity has contributed to their migration
Social characteristics	Articulate, extremely independent, highly individualistic sometimes bordering on over confidence	Emphasis is on acquiring knowledge and skill, Not articulate but influence effectively in group, Adaptive and flexible to the context, Require consultation and peer support, Caught between tradition and modernity	High ambition, Willingness to follow directions of others, Weak social and influence skills, Have often faced discrimination and difficulties in early life and hence, not confident in voicing ideas
Relationship with others	Do things from scratch even at work place, Find it difficult to take orders and also delegate – used to doing things on their town	Willingness to work with and through efforts of others, Original ideas and risk taking happens through socialization and good managers	Boss is equivalent to the head of the family, Subservience to authority
Decision making	Decision making capacity high but tolerance for others' mistakes very low	Decision making is an effort and often self-doubt plagues after a decision has been made	Have never been consulted before and are not expected to make decisions, Often do not know how to make decisions, Once taught, quality of decisions is sound but needs extensive training on decision making
Influence	Ability to groom others very low Often see grooming others as a threat to their power Wants to be seen as "indispensable"	Very good team players and are able to fit in to different groups, Leadership roles have to gradually be introduced too	Extensive mentoring and coaching needed, Very strong leadership actions needed to demonstrate acceptability of values like feedback, disagreement with a superior and trust

Co-existence of Archetypes across all Age Groups— In a transitional economy such as India, where organizations have witnessed significant growth in the last decade, the three archetypes exist within all age groups. Newly emerging sectors such as information technology, telecommunications, and banking and financial services require employees with higher levels of education and higher technical skills. Individuals who have had better access to education and are located in the metros are likely to have an inherent advantage in the employment process in such sectors. We tend to see more employees belonging to the “Silver Spoon” generation in such organizations. At the same time, the more traditional sectors such as manufacturing and infrastructure have a larger number of employees from the “Gemini Twins” generation. This could be due to the efforts made by the government and the respective organizations to expand their talent acquisition process beyond the metros to non-metro areas. The “Rooted in the Past” generation is spread across sectors; they are often first-generation entrants into the workforce, with parents from an agricultural background.



Economic Development: Impact on Work Values— Regional differences in work values were found to be significant and strong. Words such as “heterogeneous” and “plural” do not even begin to convey the extent of India's diversity. The West and the South regions of India demonstrate distinctly different work values compared to those of the North and the East regions. These regional differences in work values could be attributed to the rate and pace of economic development in the Western and the Southern regions, coupled with high literacy rates and a large number of second-generation entrants into the workplace who have been socialized into the industrial services sector. Figure 12 shows the significant differences in work values observed across regions in India.

Figure 12: Significant Regional Differences in Work Values

North	South	East	West
Use your abilities, Travel, Family Pride	Interesting Work, Risk-taking, Designation, Physically Comfortable, Work Highly Regarded By Others, Fun, Respected Co-workers, Competent Co-workers, Knowledge Sharing, Work Alone, Helpful Contribution	Interesting Work, Creativity, Variety, Use Your Abilities, Designation, Salary, Job Security, Promotion, Work Highly Regarded, Reputed Organization, Friendly Co-workers, Supervisor Valuing Performance, Supportive Supervisor, Fair And Impartial, Constructive Feedback, Loyalty	Intellectually Stimulating

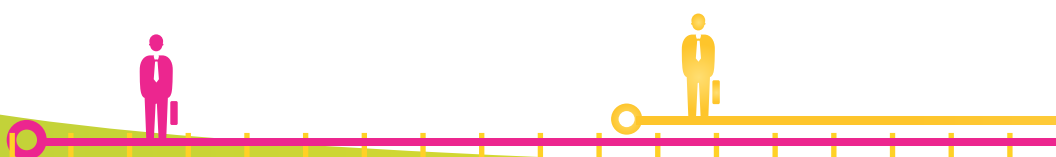
Generational Collaboration and Conflict

We observed a very low level of awareness about generational diversity among employees and leaders in organizations. However, the leaders could clearly identify where inter-generational conflicts occurred. The five sources of potential generational conflict are lack of clarity with regard to performance criteria, team work where there is no complementarity in skills, new technology, different styles of work, and definitions of professional behavior (dress code, language in emails, greetings, and so on). The employees perceived several task conflicts at the work group level as generational conflicts at the workplace. To quote a respondent with six years of professional experience:

“I had conflicts with two of my managers related to performance criteria. The problem was the same both times. In one case, I thought it was a generational conflict because he was older and had worked hard to reach the level he was at. I ascribed the blame for the entire conflict to his age, background, and upbringing. However, when I faced the same problem with a younger manager, I began to realize that it was a job-related problem and not a generational problem. In hindsight, I lost a relationship with my manager because I was wearing the generational glass.”

The six spaces of inter-generational collaboration within organizations that can be effectively leveraged to promote inclusive workplaces are presented in Figure 13.

In Indian organizations, the term “diversity” is generally thought to refer exclusively to gender. India is recognized as one of the most pluralistic and diverse societies with multiple religions, languages, and ethnicities. Therefore, recognizing





diversity arising out of geographical, socio-economic, and educational differences would be the first step in building inclusionary practices in organizations.

Figure 13: Inter-Generational Collaboration within Organizations



5. DISCUSSION & CONCLUSION

Need to Re-examine “Generations” as a Construct in the Indian Context: Firstly, the construct of generations in the Indian context needs to be viewed in the context of the economic developments that are taking place in the country. While there appear to be three generational archetypes in the present workforce, it is important to realize that given India's current transitional state, these groups would need to be viewed as a frame of reference only. Caution would need to be exercised to ensure that employees are not typecast based on these reference points. Given that the country is witnessing rapid growth and accelerated social mobility, these three generational archetypes could become more fluid; they can be seen as anywhere between two and four generations. Over the last two decades, India has witnessed a large number of first-generation employees who received their education predominantly in a regional language and who belong largely to small towns and metros. As industrialization penetrates deeper into the different states, more shifts are expected to occur in the diversity and the values of employees. The differences in work values have an impact on communication, leadership, knowledge sharing, supervisory behaviors, team work, and collaboration within organizations. Organizations, therefore, need to identify and visibly engage with diversity.

Perceptual Blindness to Diversity within Indian Organizations: Secondly, there is a lack of recognition and understanding of the different forms of diversity that are so deeply embedded in the fabric of the society. It is a matter of deep concern that while marketers recognize and create their products and service offerings based on socio-economic diversity, HR professionals as well as organizations seem to possess “a perceptual blindness” to diversity within the organizations. In the Indian context, education, parental occupation, nature of family type (nuclear or joint family), and area of origin (rural or urban) are all barriers to mobility in the workplace. Interestingly, a recent study on youth in India (DeSouza et al., 2009) found that the social borders where the youth are located are strong and border crossings are discouraged; only 27% of the youth had friends from the other gender or from other religions or castes. This is an important finding—despite the big changes that have occurred in the polity and the economy, the domain of the social world is changing slowly. This finding became even more significant when levels of education and rural/urban axes were used (DeSouza, Kumar and Shastri, 2009). Research findings show that the nature of early socialization at schools and colleges influences access to employment networks. Therefore, socio-economic variables impact employees and the employment processes significantly.

Discourses on “Diversity”: Finally, there are two distinctly different discourses within the organizations with regard to diversity. According to one discourse, global organizations and MNCs need to support diversity and inclusion as an agenda. In the Indian context, the diversity agenda is understood to include only gender. According to the second discourse, diversity has no role to play in business—as an employer, since we hire from the open market and follow robust processes for performance measurement, we value “meritocracy”; therefore, diversity will occur naturally in such a context. However, there is overwhelming evidence in the literature that people make social categorizations based on similarities and end up discriminating against people who are dissimilar. Currently, corporate India appears to shape its diversity discourse around these two extremes. A third possible view would be an explicit recognition that large organizations are microcosmic representations of society; therefore, regional and geographic diversity, rural/urban diversity, linguistic diversity, religious diversity, and diversity in the medium of education need to exist in organizations. This could be a starting point to make diversity a visible agenda within the organizations.





Managerial Implications

Multi-generational diversity is not just an employee phenomenon; rather, its genesis is in the changes in the demography of organizations. As organizations grow, the diversity mix begins to change. This change is often visible as a cultural change in the organization. Unless organizations recognize the role of generational changes in the demography, it would be difficult for them to harness and leverage diversity within the organizations. The findings of this study and the recommendations are relevant for three stakeholders—the senior leaders responsible for building inclusive organizations; the line managers who are tasked with building and managing work teams; and HR professionals.

Senior Leaders

1. Diversity in the Indian context has to be understood from a more comprehensive perspective. Since organizations are growing and the economy is in transition, generational diversity also means social class mobility for employees. The common perception is that a focus on diversity implies a focus on differences. If the underlying differences are not surfaced, inclusion would be a distant dream for organizations
2. Since inclusion is a capability that organizations need to have in order to manage all forms of diversity, building a culture of diversity requires that organizations periodically conduct a diversity audit
3. While structuring work teams, deliberately focus on multi-generational diversity beyond just skills and competencies; this would be a way for managers to demonstrate inclusion
4. Acknowledge that organizations have at least three generations of employees based on values. This would allow managers to be more sensitive to the generational differences
5. At the firm level, build goals and incentive structures that support inclusivity
6. Provide opportunities through multiple channels for voicing personal opinions, sharing information, and brainstorming to allow employees to contribute to the organization
7. Measure, monitor, and track diversity as a parameter that is broader than just gender

Line Managers

1. Recognize that there are three distinct generations of employees based on the socio-economic variables in the workforce
2. Design coaching and mentoring processes that effectively allow socializing among the three groups—the Silver Spoon generation, the Gemini Twins generation, and the Rooted in the Past generation
3. The manner in which performance management is done across the three generations is critical. Use fair performance criteria that encourage and foster the accommodation as well as the celebration of diversity
4. Be willing to adapt your feedback style to different team members in building homogeneous work teams
5. Review the talent pipeline and high potential employees using the diversity lens
6. Introspect about how diverse your own team is and how sensitive to diversity you are as a manager. Has diversity been forced on you because of labor market challenges or are you a naturally inclusive manager?



HR Professionals

There is a significant opportunity for HR professionals in India to work on inclusion. The role of HR professionals in this context falls under the following broad categories.

1. Organizational demography will emerge as a significant aspect of human resource management. Mapping the changes in the diversity within the organization during the last decade is likely to reveal significant shifts. These shifts would be indicative of a changing organizational culture that needs to be managed effectively. Therefore, building a database on organizational diversity is the key to leveraging the HR processes in the organization. There is a need for diversity analytics to understand how this operates at different levels—organizational level, functional level, division level, department level, and work group level. For instance, in this study, we found that the leadership team of an organization comprised only metro-born, English medium-educated engineers. However, the next level in the organization was largely composed of small town-bred, English/regional medium-educated engineers who had grown as managers. The leadership team kept complaining about ineffective communication at the next level. The reality however was that the next level required significant coaching and investment in leadership development from the very early stages. How can HR professionals develop learning agendas based on generational diversity?
2. It is well recognized in the literature that selection and promotion decisions are highly susceptible to perceptual biases arising out of similarity. This study presented the impact of demographic variables. Tackling such biases will require training for managers supported by good analytics to build an inclusive organizational culture. Training/education sessions on the nature of inclusion would need to be conducted—managers and leaders would have to be sensitized on the need for diversity and building a culture of inclusion
3. Ask the following questions: Do the HR systems build inclusion? Does the job description result in the exclusion of certain categories of employees? If most of the recruitment is happening through referrals and the sources of these referrals (i.e., the employees) are very similar, are we unconsciously compromising on diversity? Are the performance management processes discriminatory against individuals or groups based on demographic criteria? It is well known that access to education and skill development is higher in the metro/non-metro cities compared to towns and villages. In terms of skills, the average young professional from a metro is likely to be more demanding and ambitious compared to those from other groups. This could, therefore, result in HR systems that are created for a small group of individuals, which may not be relevant for others in the organizations. There is a need for a more nuanced understanding of such practices
4. Given that socialization processes are instrumental in building organizational culture, ask the following questions: Does the organization showcase inclusive managers to the new recruits who join the organization? Are the coaches and managers sensitized to diversity?

Way Forward

The focus of this study was on understanding multi-generational diversity in the workplace. However, as the research progressed, it became evident that as Indian organizations globalize, the calls for managing diversity within as well as across national boundaries would grow. There is global evidence to suggest that the first step in managing diversity is to recognize the same. Our study shows that in a transitional economy such as India, organizations need to focus on surface-level diversity characteristics such as gender, geographic diversity, rural/urban diversity, and educational





diversity in order to create an identity-conscious organizational structure. This would enable the key decision makers to be deliberate and cognizant of the various aspects of diversity in order to avoid biases. Once a diverse workforce enters an organization, it would be possible for the organization to build inclusive leaders who would negotiate and navigate the different generational groups within the organization. Diversity management and the building of inclusive organizational cultures would be instrumental in building effective organizations in India in the future. At the national level, from a governance perspective, the elusive mantra of inclusive growth requires the recognition of the socio-economic variables that create social boundaries, which people in the society have to transition. Such a process of inclusive social development would lead to higher levels of economic development.

Conclusion

Diversity and inclusion strategies in India are focused on gender, generational, and disability diversities. Our investigations indicate that 90% of Indian organizations talk about gender diversity as the main focus of their diversity and inclusion strategies. Moreover, the focus of disability diversity is very high in India. When it comes to generational diversity, generations are viewed as age cohorts—people born during the same birth years, experiencing similar significant life events. Our study brings forth the need to understand generations from a holistic perspective and also under the bigger gamut of other diversity-related components.

The demographic analysis of gender (Table 3.11, Annexure 2) reveals that the workforce includes a higher number of women in the 20–30 year age group than those in the higher age groups. This reflects the current state of the industry where women are present at the entry level but not in higher levels. Across the sample, *Physically comfortable work*, *Convenient hours*, *Work that family is proud of*, *Fun*, and *Reputed organization* emerged as the most important values (Table 3.12, Annexure 2). With an employee averaging around nine hours (or more) at the workplace daily, the physical comfort, visual appeal, and accessibility of their workplace have gained more importance.

On analyzing the impact of socio-demographic variables on work values, it was seen that employees who were staying alone assigned more importance to *Intellectually stimulating* and *Autonomy* while *Creativity*, *Reputed organization*, and *Work-life balance* featured as the most important work values for those living in joint families. Employees who do not contribute earnings to their families placed high importance on *Intellectually stimulating*, *Interesting*, *Acquire new skills*, *Accomplishment*, *Variety*, *Competence is recognized*, *Travel*, *Fun*, *Supervisory relationships* and *Fair & impartial*. These employees were found to be mostly in the younger age group, where their parents were either still employed or financially well-settled. Supporting earning members gave high importance to *Physically comfortable*, *Promotion*, *Reputed organization*, *Friendly co-workers*, *Share knowledge*, *Work-life balance*, *Family pride*, *Constructive feedback*, *Loyalty* and *Job well done is recognized*. In our sample of respondents, women formed a significant percentage of supporting earning members. Therefore, a one-size-fits-all approach to organizational practices would not work and a more nuanced understanding of the issues is required.

Employees who were single were found to rate *Travelling* and *Working alone* higher while married ones rated *Work highly regarded* as high. This difference becomes significant when work assignments need to be made in organizations. The role of HR/line managers in factoring this difference in values while making key organizational decisions becomes critical. While employees hailing from metros valued *Accomplishment* and *Fun*, those from non-metro cities valued *Acquire new skills/knowledge*. The metro vs. non-metro differences could be due to the differences in access to education and learning in the non-metro areas.

According to the naturally emerging clusters based on the work values ratings, it was found that the entire sample could



be divided into just 2 clusters (Table 3.19, Annexure 2), while in Table 3.10, it was noted that there were four clusters based on Rokeach values—three of them with distinctly different characteristics. It can be argued here that profiling the workforce into a priori generational classifications based on birth years needs to be supplemented by naturally emerging clusters based on the demographics. Such an analysis would help the manager/supervisor to manage their teams keeping each of the individual's priorities in mind. People who move to non-metro/metro cities for higher education or work tend to face a larger difference in comparison to those who have shifted places during their childhood (due to their parents having transferable jobs). Moreover, when people with overseas exposure return to India, they face a larger difference in comparison to their counterparts from the same age group and background who do not have such exposure. Easing the entry of employees from such different socio-demographic backgrounds is critical for their assimilation within the organization.





CASE STUDIES

Through the following case studies, we present the generational interventions that different organizations have attempted to make in order to facilitate multi-generational collaboration within the workplace. These case studies briefly describe how the organizations that were studied engage with the challenges of multi-generational workforce.

Caselet 1

Bridging the Generational Gap: HCL Technologies, India

In response to high attrition rates, low engagement levels, interpersonal conflicts, the large influx of Gen Y'ers, and situations involving up to four generations working together, HCL Technologies (HCLT) started the "Employees Driven, Management Embrace" movement in 1995, which was the continuation of its "Employees First, Management Driven" movement.

Based on internal discussions, HCLT came up with initiatives for achieving generational collaboration through the notion of The Future workplace @ HCLT built on four pillars—social innovation, grassroots leadership, going beyond the employee ecosystem, and team building.

MEME: A social networking site

"Decoding the Individuality" of all the employees through "Connect, Learn, Share, and Grow" became the extended motto of HCLT when they wanted to set up MEME, an internal networking site. With around 74,205 employees and 687+ groups active in MEME round the clock, the needs of a multi-generational workforce were increasingly being answered when employees across the globe could connect with others through posts, responses, viral posts, picture uploads, comments, tags, file uploads, document sharing, group posts, and so on. MEME also facilitated the interaction of like-minded people from varied backgrounds through virtual teams (music, dance, SQL team, and so on), generating team cohesiveness. Social innovation and bringing out grassroots leadership were the outcomes of MEME.

MAD LTD: Nurturing Gen Y

The need for every organization to focus on potential employees made HCLT start "Make A Difference, Lead The Difference" (MAD LTD), connecting employees to the youth across India. Enabling social innovation through the showcasing of ideas for creating an impact on society, this event shortlists 15 "Make a Difference" (MAD) ideas. The winner is declared as the CEO of MAD LTD and is mentored by an HCLT employee to work on eight different community initiatives across India. In 2011, over 1,00,000 students across 65 Indian cities participated in this venture.

Power of One: Bringing generations together

"Power of One" is a community practice through which an employee spends a day with the community on projects that are pre-identified by the team with support from local NGOs, the government, and U.N. agencies. Each employee donates INR 1 per day for this cause. Today, this activity is led by 11 youth leaders, bringing out the grassroots leadership within the company. Employees who have ideas to serve the community post their ideas on MEME and the ones that can be implemented best are taken forward. This serves as a platform for generations irrespective of age groups, career levels, and designations to come together for a common cause and take instructions from the youth leaders.



Caselet 2

Understanding Your Workforce: A Mid-sized Technology Setup

Most organizations struggle with managing a multi-generational workforce. Given this struggle, this case study describes an organization's attempt to first understand its workforce better from a multi-generational context, before designing relevant initiatives.

Due to the changing needs of the business and the growing demands of clients for increased off-shoring capacity, the organization was felt a sudden pressure to grow organically while managing its costs. The focus from managing experienced and tenured resources shifted to the acquisition of young talent and the fast tracking of younger leaders to lead extended teams.

Quantitative and qualitative (SWOT and Focus groups) analyses yielded the following findings:

LEARNING

Elements	Gen Y	E Gen	Gen X	Free Gen
Preferred mode of learning	Informal learning- realtime knowledge beyond classroom training	Blend of informal & formal learning (on the job and class room)	Formal learning (class room)	Real-time experience at work
Sources of learning	Online search tools	e-learning, Wikipdia, Google, expert forums, Peer/SME	Informal chats with leaders, peers, manager	Conference and seminars, books, new experiences and pictures, Internet (tools of reference)

PERFORMANCE

Elements	Gen Y	E Gen	Gen X	Free Gen
Motivators	Career, recognition, challenging work, money	Recognition appreciated through formal channels	Not driven by rewards but by large responsible assignments	Recognition: Verbal
	Freedom to perform activities beyond the normal KRAs	Money		Opportunity to extend beyond areas of responsibility, larger issues, special assignments
	Driven by results, innovative projects	Greater joy derived from solving complex problem that other cannot		
Career growth	Individualistic "I" factor-answers such as "I am the master of my own career", depicting confidence	Independent in career making/development decisions	Spouse/family is critical in career making/decision	Prefer seeking guidance and mentoring for new roles/opportunities, participative discussion with manager for career moves.
	Prefer informal reviews	Spouse and family plays an important role in decision making	Prefer informal reviews	





ENGAGEMENT

Elements	Gen Y	E Gen	Gen X	Free Gen
Work relationships	<p>Enjoy working with an encouraging boss</p> <p>Relationships with community activities, friend circles at work important</p>	Dislike being micro-manged	Relationship with like minded people is a priority	Prefers one-on-one discussions with seniors/leaders

Elements	Gen Y	E Gen	Gen X	Free Gen
Work environment	<p>Fun-filled and energetic work environment</p> <p>High need to impress management</p>	<p>Bias-free work environment preferred</p> <p>Greater loyalty demonstrated towards profession and not just job</p> <p>Environment conscious</p> <p>Flexible and willing to stretch, however anchored to overall integration of work and life (balance)</p>	<p>Freedom to express oneself, choosing what and how to do things in life</p> <p>Need for constant challenges/interesting work</p>	Prefers working in small groups or alone



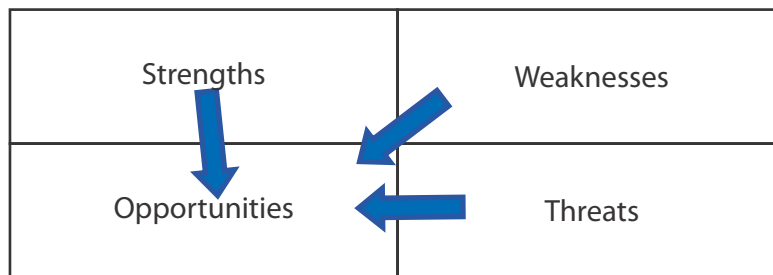
Caselet 3

Tapping the Multi-Generational Workforce beyond Employees: Microsoft India

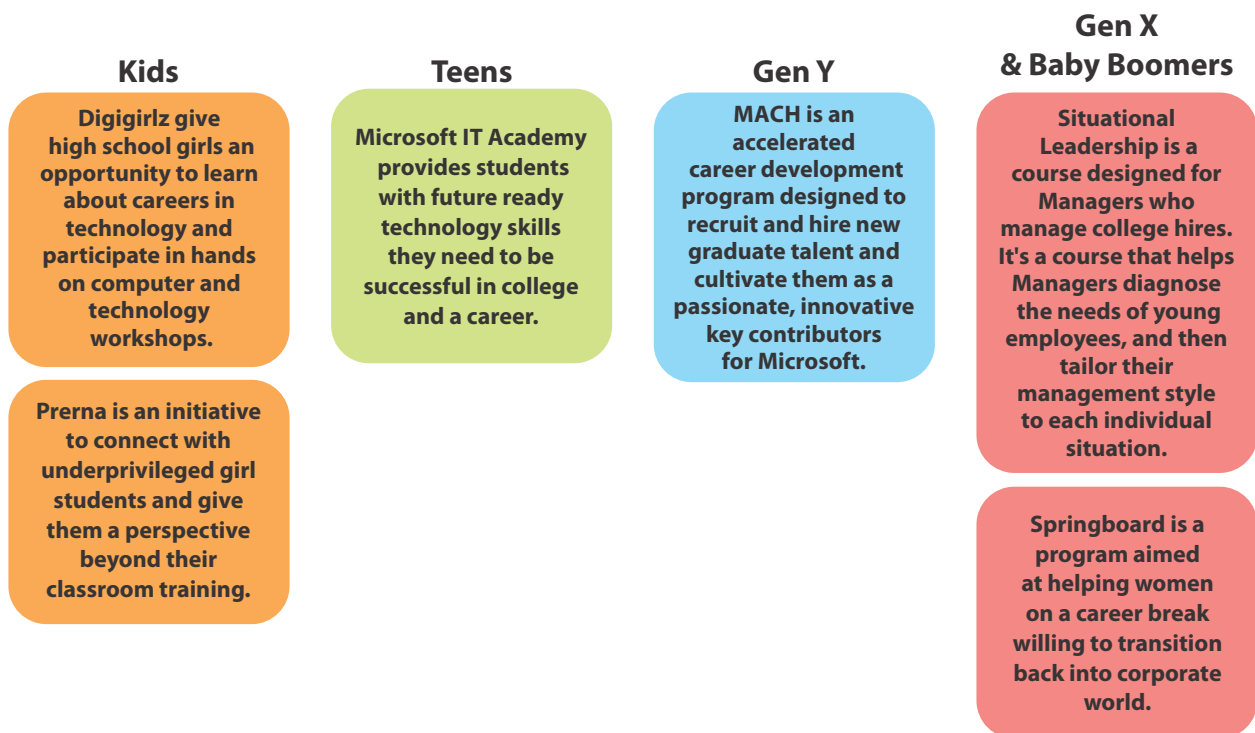
While most companies design initiatives to manage their existing workforce or the future workforce at the most (i.e., university/college students who are potential employees), Microsoft India (MSIT) went a step ahead—it decided to tap into the second- and third-future workforce generations as well through its programs for children and teenagers.

MSIT took its business strategy to the next level with a twofold objective: nurturing talent in the market place while ensuring the quality of its resources, and tapping the right talent.

The famous business strategy of SWOT was all that MSIT focused on; it had the courage to convert the identified strengths, weaknesses, and threats to opportunities, and then leveraged these opportunities.



MSIT implemented initiatives to cater to Kids, Teens, Gen Y, and the Gen X & Baby Boomer generations.



The initiatives for the kids and teens involved a holistic approach, which was more of a corporate social responsibility strategy to bring kids up the economy strata. MSIT used technology—which is one of their core strengths—to achieve the same. The initiatives focusing on Gen Y and Gen X & Baby Boomers were meant to achieve good retention rates as well as to build up the brand name.





ANNEXURES

ANNEXURE 1

Values & Generations Questionnaire (Discovery Phase)

Thank you for taking the time to fill this survey. You are part of a first-of-its-kind survey to understand personal values across multiple generations that work together in the workplace.

You are requested to respond to the questions as per the instructions provided in each section of this survey.

There is no "right" or "wrong" answer. Your inputs as you honestly feel would be very valuable to us.

All information provided will be used solely for research purposes. The responses will be kept confidential and will be available only to the research team.

SECTION I

Socio-Demographic Details

Instructions: Please fill in your socio-demographic details in the space given against each question.

Professional background

1. Organization:
2. Designation:
3. Department/Function:
4. Employee id:
5. Name:
6. Age:
7. Gender: a. Male b. Female
8. Years of professional work experience:
9. Total no. of years in current organization:
10. Type of hire (Campus/Lateral):

Educational background

11. Please provide the necessary details in the following table:

Qualification	Degree	Institution	Location	Year of Passing	% of marks
10 th grade					
PUC/12 th /ITI/Diploma					
Graduation/Diploma/Post 12 th					
PG					
Others					



Demographical background

12. Which of the following best describes the background you hail from:
 a. Village b. Town c. Non-metro city d. Metro City e. Any other (pl. specify):
13. Place of birth:
14. Place where you reside now:
15. Place where your parents reside now:

Family background

16. Marital Status:
 a. Single (Not married) b. Married c. Separated/divorced d. Any other (pl. specify)
17. Family Type:
 a. Staying alone b. Nuclear family c. Joint family d. Any other (pl. specify)
18. Which of the following best describes the kind of family (occupation) you consider yourself to be from?
 a. Agricultural b. Family Business c. Teaching
 d. Employed by Private sector e. Employed in Public sector f. Government Employee
 g. Self-employed h. Other (pl. specify)
19. Details of immediate family members:

	Mother	Father	Sibling 1	Sibling 2	Sibling 3	More sibling (mention here)	Spouse	Child 1	Child 2	Child 3
Relationship										
Age										
Education										
Occupation										
Income										
Mention whether they stay with you										
Any other highlights about this person										

20. Financial role in the family:
 a. Only earning member b. Supporting earning member c. Family not dependent on my earnings

21. Exposure outside India:

Context	Country	No. of years
Born/Grew up		
Education		
Work experience		
Any other (pl. specify)		





22. Would you like a copy of the study report? If yes, please give us your personal e-mail ID:

SECTION II Values Survey

Instructions: A “value” is something that is important to you and helps you in determining your personal priorities. Given below are two lists of 18 values each.

Please rank both the lists of values according to the following steps:

STEP 1: Study the entire list of 18 values and think about how much each value may act as a guiding principle in your life.

STEP 2: Rank each value in its order of importance to you. The value that is most important to you should be ranked 1; the value that is least important to you should be ranked 18. Similarly, work your way through all the 18 values in the list. Please remember that no two values can have the same rank.

When ranking, take your time and think carefully. Feel free to go back and change your order (if you have second thoughts about any of your answers).

List I

Terminal Values	Rank
A comfortable life (a prosperous life)	
Equality (brotherhood and equal opportunity for all)	
An exciting life (a stimulating, active life)	
Family security (taking care of loved ones)	
Freedom (independence and free choice)	
Health (physical and mental well-being)	
Inner harmony (freedom from inner conflict)	
Mature love (sexual and spiritual intimacy)	
National security (protection from attack)	
Pleasure (an enjoyable, leisurely life)	
Salvation (saved; eternal life)	
Self-respect (self-esteem)	
A sense of accomplishment (a lasting contribution)	
Social recognition (respect and admiration)	
True friendship (close companionship)	
Wisdom (a mature understanding of life)	
A world at peace (a world free of war and conflict)	
A world of beauty (beauty of nature and the arts)	



List II

Instrumental Values	Rank
Ambitious (hardworking and aspiring)	
Broad-minded (open-minded)	
Capable (competent; effective)	
Clean (neat and tidy)	
Courageous (standing up for your beliefs)	
Forgiving (willing to pardon others)	
Helpful (working for the welfare of others)	
Honest (sincere and truthful)	
Imaginative (daring and creative)	
Independent (self-reliant; self-sufficient)	
Intellectual (intelligent and reflective)	
Logical (consistent; rational)	
Loving (affectionate and tender)	
Loyal (faithful to friends or the group)	
Obedient (dutiful; respectful)	
Polite (courteous and well-mannered)	
Responsible (dependable and reliable)	
Self-controlled (restrained; self-disciplined)	

Thank you for completing this survey!

Work Values & Generations Questionnaire (Validation Phase)

This survey is being undertaken as part of collaborative research between SHRM India and Prof. Vasanthi Srinivasan of the Indian Institute of Management Bangalore.

The survey consists of two parts and will require less than 30 minutes of your time to complete. Please respond to the questions as per the instructions provided in each section of the survey.

There are no "right" or "wrong" answers. All information provided by you will be strictly confidential. The findings will be reported only in the form of aggregates to further ensure confidentiality.

We recognize and value the time you are taking to do the survey. Your contribution to this study will go a long way in helping us achieve the objective of understanding the work values of employees in Indian organizations.

Thank you for your participation!





SECTION I

Work Values

Instructions: The questions in this section represent values that people consider important in their work and which guide them in making critical decisions about their jobs and careers.

Please rate each of the 38 items with respect to the two scales explained below.

Scale 1: How important are each of these values to you?

1. Highly important
2. Important
3. Neither important nor unimportant
4. Unimportant
5. Highly unimportant

Scale 2: To what extent are you able to demonstrate these values in your current work context?

1. A large extent
2. Some extent
3. Moderately
4. Rarely
5. Not at all

For example, the value “Do work that is intellectually stimulating” might be very important to you. However, if most of your regular work is routine, then you possibly do not get to display it in your work context. Hence, you should rate this value 1 (Highly important) on the **Importance scale** and 4 (Rarely) on the **Extent scale**.



		How IMPORTANT IS it for you to					In your current work context, to what EXTENT are you able to					
		1	2	3	4	5	1	2	3	4	5	
1.	Do you do work that is intellectually stimulating?											
2.	Do you work on tasks that challenge your abilities?											
3.	Do you do work that you find interesting?											
4.	Do you have the opportunity to continuously acquire new knowledge/skills?											
5.	Do you do work that provides you with a personal sense of accomplishment?											
6.	Do you do work that involves creativity?											
7.	Do you do work that provides variety?											
8.	Do you do work that allows you to use your abilities?											
9.	Do you work in a setting where your competence is recognized?											
10.	Do you work in a setting where you can take risks?											
11.	Do you have a designation that is respected in society?											
12.	Do you have a good salary?											
13.	Do you have the assurance of job security?											
14.	Do you work in an environment that is physically comfortable?											
15.	Do you have the opportunity for promotion in your career?											
16.	Do you have the opportunity to earn incentives, commission, or performance bonus?											
17.	Do you have the opportunity to use different technologies at work?											
18.	Do you have the authority to direct the work of others?											
19.	Do you do work that is regarded highly by others?											
20.	Do you do work that allows you to travel and see different places?											
21.	Do you work for an organization that is reputed?											
22.	Do you work in a setting that is fun?											
23.	Do you work with friendly co-workers?											
24.	Do you work with co-workers who are competent?											
25.	Do you work with co-workers whom you respect?											
26.	Do you work for a supervisor who is supportive?											
27.	Do you work for a supervisor who values performance?											
28.	Do you do work that allows you to share knowledge?											
29.	Do you do work that your family is proud of?											
30.	Do you work in an organization that provides you with work-life balance?											
31.	Do you have hours of work that are convenient to your life?											
32.	Do you have the opportunity to work alone, without having to rely on others?											
33.	Do you have the autonomy to make decisions at work?											
34.	Do you do work that makes a helpful contribution to society?											
35.	Do you work in an organization that is fair and impartial?											
36.	Do you work in an organization that provides constructive feedback about your performance?											
37.	Do you work in an organization that rewards loyalty?											
38.	Do you work in an organization where a job well done is recognized?											





SECTION II

Socio-Demographic Details

Instructions: Please provide your socio-demographic details in the space given against each question.

Professional background

1. Organization:
2. Designation:
3. Department/Function:
4. Work location:
5. Age (in years):
6. Gender: a. Male b. Female
7. Years of professional work experience:
8. Total no. of years in current organization:
9. Type of hire: a. Campus b. Lateral

Educational background

10. Type of institution in 10th Standard:
1) Government 2) Private 3) Convent

Medium of education in 10th Standard:

- 1) English 2) Regional language
11. Please mention your highest qualification
a. Diploma/ITI b. Graduation c. Post-graduation
d. Doctorate and above e. Any others (pl. specify):

Demographical background

12. Which region of India are you from:
a. East b. West c. North d. South
13. Place where you lived for the maximum number of years:
a. Village b. Town
c. Non-metro city d. Metro city: Mumbai, Delhi, Chennai, Calcutta, Bangalore, Hyderabad, Ahmedabad, Pune, or Surat (defined by GOI)

Family background

14. Family type:
a. Staying alone/with friends b. Nuclear (Spouse and children or parents)
c. Joint (Spouse, children, and parents/married siblings)

Details of immediate family members (including deceased members)

15. Father's education:
a. Less than 10th standard b. 10/12th/PUC/ITI/Diploma
c. Graduation d. Post-graduation and above



16. Father's occupation:
- | | | |
|-------------------------------|--|------------------------|
| a. Agriculture | b. Family Business | c. Teaching |
| d. Employed in private sector | e. Employed in public sector | f. Government employee |
| g. Entrepreneur | h. Professional (lawyer, doctor, etc.) | I. Retired |
| j. Home-maker | k. Other (pl. specify) | |
17. Mother's Education:
- | | |
|--|---|
| a. Less than 10 th standard | b. 10/12 th /PUC/ITI/Diploma |
| c. Graduation | d. Post-graduation and above |
18. Mother's occupation:
- | | | |
|-------------------------------|--|------------------------|
| a. Agriculture | b. Family Business | c. Teaching |
| d. Employed in private sector | e. Employed in public sector | f. Government employee |
| g. Entrepreneur | h. Professional (lawyer, doctor, etc.) | I. Retired |
| j. Home-maker | k. Other (pl. specify) | |
19. Marital Status:
- | | |
|--------------------------------------|------------|
| a. Single/Separated/Divorced/Widowed | b. Married |
|--------------------------------------|------------|
20. Parental status:
- | | |
|----------------|-------------|
| a. Child (ren) | b. No child |
|----------------|-------------|
21. Ordinal position in the family:
- | | | | |
|-----------|-----------------|-------------|---------------|
| a. Eldest | b. Middle child | c. Youngest | d. Only child |
|-----------|-----------------|-------------|---------------|
22. Financial role in the family:
- | | | |
|------------------------|------------------------------|--|
| a. Only earning member | b. Supporting earning member | c. Family not dependent on my earnings |
|------------------------|------------------------------|--|
23. Community
- | | | | | | |
|------------|-------|-------|-------|--------|----------------------------|
| a. General | b. SC | c. ST | d. BC | e. OBC | f. Any other (pl. specify) |
|------------|-------|-------|-------|--------|----------------------------|
24. Have you lived overseas for more than a year for education or work?
- | | |
|--------|-------|
| a. Yes | b. No |
|--------|-------|
25. Would you like a copy of the study report? If yes, please give us your personal e-mail ID:
To know more about multi-generational diversity, please visit us at multigen.shrmindia.org

Thank you for your time and inputs!



ANNEXURE II

Table 1.1: Classification of Generations in India

	Generation 1	Generation 2	Generation 3	Generation 4
Also known as	Traditionalists	Baby boomers, Conservatives, Traditional generation, Midnight's children	Gen X, Socialists, Integrators, Non-traditional generation, Mid-way generation	Gen Y, Y2K, Liberalization generation
Birth years	1922–1943/46 (or) 1940– 1950 (or)	1943–1960/1964 (or) 1946–1960/64 (or) 1947–1969 (or) 1948–1968 (or) 1940–1970	1960/64–1980 (or) 1961/65–1979 (or) 1970–1984 (or) 1969–1980 (or) 1975–1980	1980–2000 (or) 1980–1995 (or) 1985–1995 (or) 1981 onwards (or) 1986 onwards
Defining events	British rule, British education system, food crisis, Mahatma Gandhi's non-violent, civil disobedient campaign for independence, the end of British Raj, Gandhi's assassination, the first Kashmir war, Indo-Pakistan war of 1947	Post-Independence, shift to socialist economic model under Indira Gandhi's leadership, nationalization of industries, public works, social reforms, public investment in education, growth of political factions, split of Indian National Congress, Sino-Indian war, Indo-Pakistan war of 1965, 1971, liberalization of rupee and devaluation of the same, Indian emergency of 1975–1977, national fragmentation and turbulence, fights, famines, rigid protectionism, bureaucratic corruption	Indira Gandhi's assassination, reduction of stringent business regulations, lower restrictions on foreign investment/imports, reduced bureaucracy, expansion of telecommunication, software and IT sectors, economic liberalization, emigration of IIT graduates to the U.S., caste system was taken over by education, free markets, globalization, corruption	Development of large middle class, increased demand and production of consumer goods, Rao's economic liberalization, reformed policies and growth, educational powerhouse, Rajiv Gandhi's population control, S&T development, communal violence, assassination of Rajiv Gandhi, respected source of IT talent, listing of Indian companies in Forbes Global
Socio-cultural scenario	Large joint families, caste system, education limited to high-caste boys, women meant to take care of families, child marriages	Large families, rigid caste system, career options influenced by family and culture	Moved from economic and physical security towards self-expression and quality of life, middle class dominating the workforce, inter-class/religious marriages, migration from rural to urban India, influence of Western culture, increase in readership of English consumer magazines	High influence of Western culture, disjoint families, increased divorce rates, two children policy, equal education and rights for all

	Generation 1	Generation 2	Generation 3	Generation 4
Characteristics	Frustration, authority, hardship, social order and caste system, loyal to family and community	Pro-democracy, hardship, anxiety, fear, lack of trust and hierarchy, socialist, shy, obedient, idealistic, national pride, stressing social conformity, technophobic, avid savers; mainstreamers are middle majority who seek security, value, and social acceptance, strivers whose goal is improvement and escape from hardships	Hardship, self-sufficient, believed in hierarchy and a socialist economy, less conservative, tech savvy, ambition of becoming rich, government jobs no longer attractive; aspirers are those who want to be seen as successful, and for whom status and envy are important	Ambitious, emphasized on financial reward, entrepreneurial, business savvy, technologically capable and adept, loan is not considered a liability and is taken on credit, value work-life balance and profession, fearless of aspirations, successful, want material success and control, achievement, and recognition.
Authors	Roongrengsuke, 2010; Erickson, 2009	Roongrengsuke, 2010; Erickson, 2009; Ghosh and Chaudhari, 2009; Parameswaran, 2003; Bijarpurkar, 2007	Roongrengsuke, 2010; Erickson, 2009; Ghosh and Chaudhari, 2009; Parameswaran, 2003; Bijarpurkar, 2007	Roongrengsuke, 2010; Erickson, 2009; Ghosh and Chaudhari, 2009; Parameswaran, 2003; Bijarpurkar, 2007

Table 2.1: Sample Demographics from Rokeach Values Survey (Discovery Phase)

Variables	Groups	Frequency (% freq)
Age N = 904 N missing = 6	20–30 years	427 (46.9%)
	30–40 years	305 (33.5%)
	40–50 years	172 (18.9%)
Gender N = 910	Male	710 (78%)
	Female	200 (22%)
Professional experience N = 899 N missing = 11	0–5 years	305 (33.5%)
	5–10 years	259 (28.5%)
	10–20 years	226 (24.8%)
	20–30 years	92 (10.1%)
	>30 years	17 (1.9%)
Tenure within the company N = 906 N missing = 4	0–5 years	693 (76.2%)
	5–20 years	188 (20.7%)
	>20 years	25 (2.7%)
Type of hire N = 902 N missing = 8	Campus	122 (13.4%)
	Lateral	780 (85.7%)
10th: Type of institution N = 597 N missing = 313	Government	238 (26.2%)
	Private	264 (29%)
	Convent	94 (10.3%)
	International	1 (0.1%)





Variables	Groups	Frequency (% freq)
10th: Medium N = 597 N missing = 313	English	404 (44.4%)
	Regional language	193 (21.2%)
PUC/12th: Type of institution N = 576 N missing = 334	Government	236 (25.9%)
	Private	283 (31.1%)
	Convent	56 (6.2%)
	International	1 (0.1%)
PUC/12th: Medium N = 574 N missing = 336	English	451 (49.6%)
	Regional language	123 (13.5%)
ITI/Diploma: Type of institution N = 109 N missing: 801	Government	31 (3.4%)
	Private	74 (8.1%)
	Convent	4 (0.4%)
	International	0 (0%)
ITI/Diploma: Medium N = 109 N missing: 801	English	100 (11%)
	Regional language	9 (1%)
Graduation: Type of institution N = 581 N missing: 329	Government	223 (24.5%)
	Private	346 (38%)
	Convent	12 (1.3%)
	International	0 (0%)
Graduation:: Medium N = 579 N missing: 331	English	554 (60.9%)
	Regional language	25 (2.7%)
PG: Type of institution N = 373 N missing: 537	Government	125 (13.7%)
	Private	237 (26%)
	Convent	7 (0.8%)
	International	4 (0.4%)
PG: Medium N = 369 N missing = 541	English	366 (40.2%)
	Regional language	3 (0.3%)
Place where you lived max. no. of yrs N = 910	Metro	338 (37.1%)
	Non-metro city	208 (22.9%)
	Town	227 (24.9%)
	Village	137 (15.1%)



Variables	Groups	Frequency (% freq)
Place where you did your schooling from N = 903 N missing = 7	Metro	336 (36.9%)
	Non-metro city	185 (20.3%)
	Town	280 (30.8%)
	Village	102 (11.2%)
Place where you currently reside N = 909 N missing = 1	Metro	668 (73.4%)
	Non-metro city	135 (14.8%)
	Town	76 (8.4%)
	Village	30 (3.3%)
Status N = 907 N missing = 3	Married	588 (64.6%)
	Single	317 (34.8%)
	Separated	2 (0.2%)
Family type N = 904 N missing = 6	Joint	283 (31.1%)
	Nuclear	473 (52%)
	Staying alone	148 (16.3%)
Financial role N = 898 N missing = 12	Family not dependent on my earnings	153 (16.8%)
	Supporting earning member	412 (45.3%)
	Only earning member	333 (36.6%)
Father's education N = 838 N missing = 72	<10 th std.	119 (13.1%)
	10 th std.	136 (14.9%)
	PUC/12 th /ITI/Diploma	174 (19.1%)
	Graduation	266 (29.2%)
	Post-graduation	138 (15.2%)
	Others	5 (0.5%)
Father's occupation N = 873 N missing = 37	Agriculture	92 (10.1%)
	Family business	86 (9.5%)
	Teaching	38 (4.2%)
	Employed by private sector	136 (14.9%)
	Employed in public sector	59 (6.5%)
	Government employee	188 (20.7%)
	Entrepreneur	56 (6.2%)
	Professional	23 (2.5%)
	Retired	167 (18.4%)
	Others	28 (3.1%)





Variables	Groups	Frequency (% freq)
Mother's education N = 863 N missing = 47	<10 th std.	266 (29.2%)
	10 th std.	222 (24.4%)
	PUC/12 th /ITI/Diploma	126 (13.8%)
	Graduation	170 (18.7%)
	Post-graduation	74 (8.1%)
	Others	5 (0.5%)
Mother's occupation N = 876 N missing = 34	Agriculture	10 (1.1%)
	Family business	9 (1%)
	Teaching	39 (4.3%)
	Employed by private sector	10 (1.1%)
	Employed in public sector	9 (1%)
	Government employee	29 (3.2%)
	Entrepreneur	4 (0.4%)
	Professional	8 (0.9%)
	Retired	41 (4.5%)
	Home maker	706 (77.6%)
	Others	11 (1.2%)
Spouse's education N = 576 N missing = 334	<10 th std.	6 (0.7%)
	10 th std.	18 (2%)
	PUC/12 th /ITI/Diploma	37 (4.1%)
	Graduation	255 (28%)
	Post-graduation	257 (28.2%)
	Others	3 (0.3%)
Spouse's occupation N = 572 N missing = 338	Agriculture	0 (0%)
	Family business	6 (0.7%)
	Teaching	45 (4.9%)
	Employed in private sector	134 (14.7%)
	Employed in public sector	11 (1.2%)
	Government employee	23 (2.5%)
	Entrepreneur	18 (2%)
	Professional	18 (2%)
	Retired	5 (0.5%)
	Home-maker	299 (32.9%)
No. of children N = 614 N missing = 296	Others	13 (1.4%)
	0	128 (14.1%)
	1	263 (28.9%)
	2	215 (23.6%)
	3 and more	8 (0.9%)



Variables	Groups	Frequency (% freq)
Ordinal position in the family N = 891 N missing = 19	Only child	133 (14.6%)
	Only daughter	11 (1.2%)
	Only son	79 (8.7%)
	Youngest	284 (31.2%)
	Middle child	107 (11.8%)
	Eldest	277 (30.4%)
Overseas exposure N = 825 N missing = 85	No	696 (76.5%)
		129 (14.2%)

Table 2.2 Sampling and No. of Responses Collected in Validation Phase

Organization	Sector	Survey sample	Sampling technique	No. of responses collected	Usable responses	Response rate (No. of responses collected/ Survey sample)	Hit rate (Usable responses/ No. of responses collected)
Airtel	Communications	500	Random	212	202	42.40%	95.28%
ANZ	Banking/Fianance	1000	Selective	212	163	21.20%	76.89%
Godrej	Manufacturing	1500	Selective	950	950	63.33%	100.00%
HSBC	Banking/Finance	5000	Random	4148	3136	82.96%	75.60%
Infosys	IT	2000	Selective	374	285	18.70%	76.20%
Madura	Retail	500	Random	277	217	55.40%	78.34%
Microlabs	Pharma	1000	Selective	394	297	39.40%	75.38%
Snowball	Consulting, Infrastructure, FMCG, Power etc.	200	Selective	70	56	35.00%	80.00%
Total		11700		6637	5306	56.73%	79.95%





Table 2.3 Sample Demographics of the Responses Collected in Validation Phase

Variables	Groups	Frequency	% freq
Type of hire (N = 4846, N missing = 460)	Campus	932	17.60%
	Lateral	3914	73.80%
10 th : Type of institution	Government	1493	28.10%
	Private	2487	46.90%
	Convent	1326	25.00%
10 th : Medium	Regional language	964	18.20%
	English	4342	81.80%
Highest qualification	Diploma/ITI	218	2.10%
	Graduation	2539	47.90%
	Post-graduation	2279	43.00%
	Doctorate and above	20	0.40%
	Others	250	4.70%
Marital status	Single/Separated/Divorced/Widowed	1901	35.80%
	Married	3405	64.20%
Family type	Staying alone	541	10.20%
	Nuclear family	3126	58.90%
	Joint family	1639	30.90%
Financial role	Family not dependent on my earnings	1000	18.80%
	Supporting earning member	2587	48.80%
	Only earning member	1719	32.40%
Father's education	<10 th std.	606	11.40%
	10 th /PUC/12 th /ITI/Diploma	1642	30.90%
	Graduation	2036	38.40%
	Post-graduation and above	1022	19.30%
Father's occupation	Agriculture	257	4.80%
	Govt./Public sector	3082	58.10%
	Private sector	551	10.40%
	Professional/Others	1416	26.70%
Mother's education	<10 th std.	1315	24.80%
	10 th /PUC/12 th /ITI/Diploma	2019	38.10%
	Graduation	1430	27.00%
	Post-graduation and above	542	10.20%
Mother's occupation	Agriculture	49	0.90%
	Govt./Public sector	942	17.80%
	Private sector	75	1.40%
	Professional/Others	4240	79.90%
Parental status	No child	2918	55.00%
	Child	2388	45.00%



Variables	Groups	Frequency	% freq
Ordinal position in the family	Youngest	1745	32.90%
	Middle child	963	18.10%
	Eldest	2165	40.80%
	Only child	433	8.20%
Overseas exposure (N = 5235; N missing = 71)	No	4641	87.50%
	Yes	594	11.20%

Table 3.1: Overall Spread of Ranks for Terminal and Instrumental Values across the Entire Sample

Terminal Values	Median Ranking	Instrumental Values	Median Ranking
A comfortable life	6.00	Ambitious	5.00
Equality	9.00	Broad-minded	8.00
An exciting life	10.00	Capable	8.00
Family security	3.00	Clean	11.00
Freedom	8.00	Courageous	9.00
Health	4.00	Forgiving	12.00
Inner harmony	10.00	Helpful	9.00
Mature love	11.00	Honest	4.00
National security	12.00	Imaginative	13.00
Pleasure	12.00	Independent	9.00
Salvation	14.00	Intellectual	11.00
Self-respect	5.00	Logical	11.00
A sense of accomplishment	10.00	Loving	11.00
Social recognition	9.00	Loyal	10.00
True friendship	9.00	Obedient	12.00
Wisdom	10.00	Polite	12.00
A world at peace	14.00	Responsible	6.00
A world of beauty	16.00	Self-controlled	9.00





Table 3.2: Differences due to Gender in Rokeach Values

Generations	Male	Female	
N = 910	700	210	P
N missing = 0			
TERMINAL VALUES	Median (CRO)	Median (CRO)	
Comfortable life	6 (4)	7 (4)	
Equality	9 (6)	10 (10)	
Exciting life	10 (9)	11 (12)	<0.05
Family security	3 (1)	3 (1)	
Freedom	8 (5)	7 (4)	
Health	4 (2)	4 (2)	
Inner harmony	10 (9)	9 (6)	<0.05
Mature love	11 (13)	11 (12)	
National security	12 (14)	13.5 (15)	<0.05
Pleasure	12 (14)	12 (14)	
Salvation	14 (16)	14 (17)	
Self-respect	5 (3)	4 (2)	<0.05
Sense of accomplishment	10 (9)	10 (10)	
Social recognition	9.5 (8)	9 (6)	
True friendship	9 (6)	9.5 (9)	
Wisdom	10 (9)	9 (6)	
World at peace	14 (17)	13 (15)	
World of beauty	16 (18)	15.5 (18)	
INSTRUMENTAL VALUES	Median (CRO)	Median (CRO)	
Ambitious	5 (2)	6 (2)	
Broad-minded	8 (4)	9 (4)	
Capable	8 (4)	9 (4)	<0.05
Clean	11 (11)	11 (12)	
Courageous	9 (6)	9 (4)	
Forgiving	12 (14)	11 (12)	
Helpful	9 (6)	9 (4)	
Honest	3 (1)	4 (1)	
Imaginative	13 (18)	14 (18)	
Independent	10 (9)	9 (4)	<0.05
Intellectual	11 (11)	11 (12)	
Logical	11 (11)	12 (17)	
Loving	12 (14)	10 (10)	<0.05
Loyal	10 (9)	9 (4)	
Obedient	12 (14)	11 (12)	
Polite	12 (14)	11 (12)	
Responsible	6 (3)	7 (3)	<0.05
Self-controlled		10 (10)	



Table 3.3: Differences due to Marital Status in Terminal & Instrumental Values

Generations	Single/Separated/Windowed	Married	
N = 910	319	588	P
N missing = 3			
TERMINAL VALUES	Median (CRO)	Median (CRO)	
Comfortable life	6 (4)	6 (4)	
Equality	9 (7)	9 (6)	
Exciting life	10 (8)	10 (8)	
Family security	4 (1)	3 (1)	<0.05
Freedom	7 (5)	8 (5)	<0.05
Health	4 (1)	4 (2)	
Inner harmony	11 (11)	10 (8)	<0.05
Mature love	11 (11)	11 (13)	
National security	13 (15)	12 (14)	
Pleasure	12 (14)	12 (14)	<0.05
Salvation	14 (17)	14 (16)	
Self-respect	5 (3)	5 (3)	
Sense of accomplishment	11 (11)	10 (8)	
Social recognition	10 (8)	9 (6)	
True friendship	8 (6)	10 (8)	<0.05
Wisdom	10 (8)	10 (8)	
World at peace	13 (15)	14 (16)	
World of beauty	15 (18)	16 (18)	<0.05
INSTRUMENTAL VALUES	Median (CRO)	Median (CRO)	
Ambitious	5 (2)	5 (2)	
Broad-minded	8 (4)	8 (4)	
Capable	9 (6)	8 (4)	
Clean	11 (12)	11 (11)	
Courageous	9 (6)	9 (6)	
Forgiving	12 (15)	12 (14)	
Helpful	10 (8)	9 (6)	
Honest	4 (1)	3 (1)	
Imaginative	12 (15)	13 (18)	
Independent	10 (8)	9 (6)	
Intellectual	11 (12)	11 (11)	
Logical	11 (12)	11 (11)	
Loving	10 (8)	12 (14)	
Loyal	10 (8)	9 (6)	
Obedient	12 (15)	12 (14)	
Polite	12 (15)	12 (14)	
Responsible	7 (3)	6 (3)	<0.05
Self-controlled	8 (4)	10 (10)	<0.05





Table 3.4: Differences due to Geographic Location in Terminal & Instrumental Values

Generations	Metro	Non-Metro	Metro	Metro	
N = 910	338	208	227	137	P
TERMINAL VALUES	Median (CRO)	Median (CRO)	Median (CRO)	Median (CRO)	
Comfortable life	6 (4)	6 (4)	6 (4)	6 (4)	
Equality	9 (6)	9.5 (8)	10 (8)	9 (7)	
Exciting life	10 (9)	10 (10)	10 (8)	10 (9)	
Family security	3 (1)	3 (1)	3 (1)	4 (1)	
Freedom	8 (5)	8 (5)	7 (5)	8 (5)	
Health	4 (2)	3.5 (2)	5 (2)	4 (1)	
Inner harmony	9.5 (8)	10 (10)	9 (6)	11 (11)	<0.05
Mature love	11 (13)	11 (13)	11 (12)	12 (12)	
National security	13 (15)	13 (15)	12 (15)	12 (12)	
Pleasure	12 (14)	12 (14)	11 (12)	12 (12)	
Salvation	14 (17)	15 (17)	14 (17)	13 (16)	
Self-respect	5 (3)	4.5 (3)	5 (2)	5 (3)	
Sense of accomplishment	10 (9)	9 (6)	11 (12)	12 (12)	<0.05
Social recognition	10 (9)	9 (6)	10 (8)	8 (5)	<0.05
True friendship	9 (6)	10 (10)	9 (6)	9 (7)	<0.05
Wisdom	10 (9)	9.5 (8)	10 (8)	10 (9)	
World at peace	13 (15)	14 (16)	13 (16)	14 (17)	
World of beauty	16 (18)	16 (18)	15 (18)	15 (18)	
INSTRUMENTAL VALUES					
Ambitious	5 (2)	5 (2)	5 (2)	4 (2)	
Broad-minded	8 (4)	9 (7)	8 (4)	7 (3)	
Capable	8 (4)	8.5 (4)	9 (6)	8 (5)	
Clean	11 (11)	12 (13)	10 (9)	10 (8)	<0.05
Courageous	9 (6)	8.5 (4)	9 (6)	10 (8)	
Forgiving	11.5 (15)	13 (18)	12 (15)	12 (14)	
Helpful	9 (6)	10 (11)	9 (6)	9 (6)	
Honest	3 (1)	4 (1)	4 (1)	3 (1)	
Imaginative	13 (18)	12 (13)	12 (15)	13 (18)	
Independent	9 (6)	9 (7)	10 (9)	10 (8)	
Intellectual	11 (11)	8.5 (4)	11 (12)	12 (14)	<0.05
Logical	11 (11)	9 (7)	11 (12)	12 (14)	
Loving	11 (11)	12 (13)	11 (12)	12 (14)	
Loyal	10 (10)	10 (11)	10 (9)	10 (8)	
Obedient	12 (16)	12 (13)	12 (15)	11 (12)	
Polite	12 (16)	12 (13)	12 (15)	11 (12)	
Responsible	7 (3)	6 (3)	6 (3)	7 (3)	
Self-controlled	9 (6)	9 (7)	8 (4)	9 (6)	



Table 3.5: Comparison of Terminal and Instrumental Values across Age Groups

Generations	20-30	31-40	40+	
N = 904	319	588	172	
N missing = 6				
TERMINAL VALUES	Median (CRO)	Median (CRO)	Median (CRO)	P
Comfortable life	6(4)	5(3)	8(4)	<0.05
Equality	9(7)	9(6)	9(8)	
Exciting life	10(9)	10(7)	10(10)	
Family security	3 (1)	3 (1)	3(1)	
Freedom	7(5)	8(5)	8(4)	
Health	4(2)	4(2)	4(2)	
Inner harmony	11(11)	10(7)	8(4)	<0.05
Mature love	11(11)	12(13)	11(13)	
National security	12(15)	12(13)	13(15)	
Pleasure	11(11)	12(13)	12(14)	
Salvation	14(16)	14(17)	13(15)	
Self-respect	5(3)	5(3)	5(3)	
Sense of accomplishment	11(11)	11(12)	8(4)	<0.05
Social recognition	9(7)	10(7)	10(10)	
True friendship	8(6)	10(7)	10(10)	<0.05
Wisdom	10(9)	10(7)	9(8)	
World at peace	14(16)	13(16)	14(17)	
World of beauty	15(18)	16(18)	16(18)	
INSTRUMENTAL VALUES	Median (CRO)	Median (CRO)	Median (CRO)	
Ambitious	5(2)	5(2)	6(2)	
Broad-minded	8(4)	8(4)	8.5(6)	
Capable	8(4)	9(6)	7(4)	
Clean	11(12)	12(15)	11(12)	
Courageous	10(9)	9(6)	8(5)	
Forgiving	12(15)	11(11)	12(15)	
Helpful	9(6)	8(4)	11(12)	<0.05
Honest	4(1)	4(1)	3(1)	
Imaginative	12(15)	14(18)	13(17)	<0.05
Independent	9(6)	10(10)	9(7)	
Intellectual	11(12)	11(11)	10(9)	
Logical	11(12)	11(11)	10(9)	
Loving	10(9)	12(15)	12(15)	
Loyal	10(9)	9(6)	9(7)	
Obedient	12(15)	11(11)	13(17)	
Polite	12(15)	12(15)	11.5(14)	
Responsible	7(3)	5(2)	6(3)	<0.05
Self-controlled	9(6)	9(6)	10(9)	





Table 3.6: Differences in Values across Different Family Types

Generations	Staying Alone	Nuclear	Joint	
N = 904	148	473	283	
N missing = 8				
TERMINAL VALUES	Median (CRO)	Median (CRO)	Median (CRO)	P
Comfortable life	6(4)	6(4)	6(4)	
Equality	9(8)	9(6)	9(6)	
Exciting life	10(10)	10(9)	9(6)	
Family security	3(1)	3(1)	3(1)	
Freedom	7(5)	7(5)	8(5)	
Health	5(3)	4(2)	4(2)	
Inner harmony	11(11)	9(6)	10(9)	<0.05
Mature love	11(11)	11(13)	11(12)	
National security	12(14)	13(15)	12(14)	
Pleasure	12(14)	11(13)	12(14)	
Salvation	14(16)	14(17)	14(17)	
Self-respect	4(2)	5(3)	5(3)	
Sense of accomplishment	11(11)	10(9)	11(12)	
Social recognition	8.5(7)	10(9)	9(6)	
True friendship	8(6)	9(6)	10(9)	<0.05
Wisdom	9(8)	10(9)	10(9)	
World at peace	14(16)	13(15)	13(16)	
World of beauty	15(18)	16(18)	15(18)	
INSTRUMENTAL VALUES				
Ambitious	4(2)	6(2)	4(1)	<0.05
Broad-minded	9(5)	8(4)	8(4)	
Capable	9(5)	9(5)	8(4)	
Clean	11(13)	12(14)	10(9)	<0.05
Courageous	9(5)	9(5)	9(7)	
Forgiving	12(16)	12(14)	12(15)	
Helpful	9(5)	9(5)	8(4)	
Honest	3(1)	3(1)	4(1)	
Imaginative	12(16)	13(18)	13(18)	
Independent	9.5(9)	10(10)	9(7)	
Intellectual	10.5(11)	11(11)	11(12)	
Logical	11(13)	11(11)	11(12)	
Loving	10.5(11)	11(11)	11(12)	
Loyal	10(10)	9(5)	10(9)	
Obedient	12(16)	12(14)	12(15)	
Polite	11(13)	12(14)	12(15)	
Responsible	7(3)	6(2)	7(3)	
Self-controlled	8(4)	9(5)	10(9)	<0.05



Table 3.7: Differences in Values across Financial Roles

Generations	<i>Family not dependent on my earning</i>	<i>Supporting earning member</i>	<i>Only earning member</i>	
N = 910	153	333	412	P
N missing = 12				
TERMINAL VALUES	Median (CRO)	Median (CRO)	Median (CRO)	
Comfortable life	7 (4)	5 (3)	6 (4)	
Equality	10 (12)	9 (6)	9 (6)	
Exciting life	9 (7)	10 (7)	10 (9)	
Family security	3 (1)	3 (1)	3 (1)	
Freedom	8 (5)	8 (5)	8 (5)	
Health	4 (2)	4 (2)	4 (2)	
Inner harmony	9 (7)	10 (7)	10 (9)	
Mature love	11 (13)	12 (14)	11 (12)	
National security	14 (15)	11 (12)	12 (14)	<0.05
Pleasure	12 (14)	12 (14)	12 (14)	
Salvation	15 (17)	14 (16)	14 (17)	
Self-respect	4 (2)	5 (3)	5 (3)	
Sense of accomplishment	9 (7)	11 (12)	11 (12)	
Social recognition	9 (7)	10 (7)	9.5 (8)	
True friendship	8 (5)	10 (7)	9 (6)	<0.05
Wisdom	9 (7)	10 (7)	10 (9)	
World at peace	14 (15)	14 (16)	13 (16)	
World of beauty	16 (18)	16 (18)	16 (18)	
INSTRUMENTAL VALUES				
Ambitious	6 (2)	5 (2)	5 (2)	
Broad-minded	10 (10)	8 (4)	8 (4)	
Capable	9 (4)	8 (4)	8 (4)	
Clean	12 (14)	10 (8)	11 (12)	
Courageous	10 (10)	9 (6)	9.5 (8)	
Forgiving	12 (14)	12 (14)	12 (15)	
Helpful	9 (4)	10 (8)	9 (6)	
Honest	4 (1)	3 (1)	4 (1)	
Imaginative	12 (14)	14 (18)	12.5 (18)	<0.05
Independent	9 (4)	10 (8)	9 (6)	
Intellectual	9 (4)	12 (14)	10 (10)	<0.05
Logical	11 (12)	11 (12)	11 (12)	
Loving	11 (12)	12 (14)	11 (12)	
Loyal	9 (4)	10 (8)	10 (10)	
Obedient	12 (14)	12 (14)	12 (15)	
Polite	12 (14)	11 (12)	12 (15)	
Responsible	7 (3)	6 (3)	6 (3)	<0.05
Self-controlled	9 (4)	9 (6)	9.5 (8)	





Table 3.8: Differences in Values due to Father's Educational Background

Generations	Less than 10th std.	10th/12th/PUC/ITI/Diploma	Graduation	Post-graduation and above	
N = 910	119	310	266	141	P
N missing = 74					
TERMINAL VALUES	Median (CRO)	Median (CRO)	Median (CRO)	Median (CRO)	
Comfortable life	6 (5)	6 (4)	6 (4)	7 (4)	
Equality	9 (8)	9 (6)	10 (9)	10 (10)	
Exciting life	9 (8)	9 (6)	10 (9)	10 (10)	
Family security	11 (10)	3 (1)	3 (1)	3 (1)	
Freedom	11 (10)	8 (5)	7 (5)	8 (5)	
Health	4 (1)	4 (2)	4 (2)	4 (2)	
Inner harmony	4 (1)	10 (9)	9 (6)	9 (7)	
Mature love	7 (6)	11 (12)	11 (13)	12 (13)	
National security	7 (6)	13 (15)	12 (14)	13 (14)	
Pleasure	4 (1)	11 (12)	12 (14)	13 (14)	
Salvation	4 (1)	13 (15)	14 (16)	15 (17)	<0.05
Self-respect	11 (10)	5 (3)	5 (3)	5 (3)	
Sense of accomplishment	11 (10)	11 (12)	10 (9)	8 (5)	<0.05
Social recognition	12 (17)	9.5 (8)	9 (6)	9 (7)	
True friendship	12 (17)	10 (9)	9 (6)	10 (10)	
Wisdom	11 (10)	10 (9)	10 (9)	9 (7)	
World at peace	11 (10)	14 (17)	14 (16)	14 (16)	
World of beauty	11 (10)	15 (18)	16 (18)	16 (18)	<0.05
INSTRUMENTAL VALUES					
Ambitious	11 (6)	5 (2)	5 (2)	6 (2)	
Broad-minded	13 (13)	8 (4)	8 (4)	9 (6)	
Capable	13 (13)	9 (5)	8 (4)	9 (6)	
Clean	5 (1)	10 (9)	11.5 (14)	13 (15)	<0.05
Courageous	5 (1)	9 (5)	9 (6)	9 (6)	
Forgiving	13 (13)	11 (12)	12 (16)	13 (15)	<0.05
Helpful	13 (13)	9.5 (8)	9 (6)	9 (6)	
Honest	12 (11)	4 (1)	3 (1)	3 (1)	
Imaginative	12 (11)	12.5 (18)	13 (18)	14 (18)	
Independent	8 (4)	10 (9)	9 (6)	9 (6)	
Intellectual	8 (4)	11 (12)	9 (6)	8 (4)	<0.05
Logical	11 (6)	11 (12)	10 (11)	10 (12)	<0.05
Loving	11 (6)	11 (12)	11.5 (14)	12 (13)	
Loyal	11 (6)	10 (9)	9 (6)	8 (4)	
Obedient	11 (6)	12 (16)	12 (16)	13 (15)	
Polite	14 (17)	12 (16)	11 (13)	12 (13)	
Responsible	14 (17)	7 (3)	6 (3)	6 (2)	
Self-controlled	6 (3)	9 (5)	10 (11)	9 (6)	



Table 3.9: Differences in Values due to Father's Occupation

Generations	Agriculture	Government Public Sector	Private Sector	Professional/Entrepreneurship/Others	
N = 910	92	454	150	177	P
N missing = 37					
TERMINAL VALUES	Median (CRO)	Median (CRO)	Median (CRO)	Median (CRO)	
Comfortable life	6 (4)	6 (4)	5 (4)	5 (3)	
Equality	9 (7)	9 (6)	9 (6)	9 (6)	
Exciting life	11 (11)	10 (9)	9 (6)	9 (6)	
Family security	3.5 (1)	3 (1)	3 (1)	3 (1)	
Freedom	8 (6)	8 (5)	8 (5)	7 (5)	
Health	4 (2)	4 (2)	4 (2)	4 (2)	
Inner harmony	11.5 (12)	9 (6)	10 (10)	10 (9)	
Mature love	12 (14)	11 (13)	11 (13)	11 (11)	
National security	11.5 (12)	12 (14)	13 (15)	12 (15)	
Pleasure	10 (10)	12 (14)	12 (14)	11 (11)	
Salvation	13 (16)	14 (16)	14.5 (17)	14 (16)	
Self-respect	4 (2)	5 (3)	4 (2)	5 (3)	
Sense of accomplishment	12 (14)	10 (9)	9 (6)	11 (11)	0.01
Social recognition	9.5 (8)	10 (9)	9 (6)	9 (6)	
True friendship	7 (5)	10 (9)	10 (10)	10 (9)	0
Wisdom	9.5 (8)	9.5 (8)	10 (10)	11 (11)	
World at peace	13 (16)	14 (16)	14 (16)	14 (16)	
World of beauty	14.5 (18)	16 (18)	16 (18)	15 (18)	
INSTRUMENTAL VALUES					
Ambitious	6 (2)	5 (2)	5 (2)	4 (1)	
Broad-minded	7 (4)	8 (4)	10 (9)	8 (4)	
Capable	8 (5)	8 (4)	8 (5)	8 (4)	
Clean	9 (8)	11 (13)	12 (16)	11 (11)	0.02
Courageous	10 (9)	9 (6)	9 (6)	9 (6)	
Forgiving	11 (13)	12 (14)	13 (18)	11 (11)	
Helpful	8.5 (7)	9 (6)	9 (6)	9 (6)	
Honest	3 (1)	3 (1)	4 (1)	4 (1)	
Imaginative	14 (18)	14 (18)	11 (13)	12 (16)	0.01
Independent	10 (9)	10 (10)	7.5 (4)	10 (8)	
Intellectual	12 (15)	10 (10)	10 (9)	11 (11)	0
Logical	12 (15)	10 (10)	10 (9)	11 (11)	
Loving	10 (9)	12 (14)	11 (13)	11 (11)	
Loyal	10 (9)	9 (6)	9.5 (8)	10 (8)	
Obedient	11 (13)	12 (14)	11 (13)	12 (16)	
Polite	12 (15)	12 (14)	12 (16)	12 (16)	
Responsible	6 (2)	6 (3)	6 (3)	7 (3)	
Self-controlled	8 (5)	9 (6)	10 (9)	10 (8)	





Table 3.10: Cluster Analysis of Rokeach Values Survey Data (Sample Size: 910)

	Medians across the clusters				
	1 N=249	2 N=206	3 N=231	4 N=224	Total N=910
A comfortable life	9.00	12.00	4.00	3.00	6.00
Equality	11.00	9.00	9.00	7.00	9.00
An exciting life	9.00	13.50	8.00	7.00	10.00
Family security	4.00	5.00	2.00	3.00	3.00
Freedom	7.00	9.00	8.00	7.00	8.00
Health	4.00	5.00	3.00	4.00	4.00
Inner harmony	9.00	10.50	10.00	10.00	10.00
Mature love	11.00	13.50	11.00	10.00	11.00
National security	13.00	8.00	14.00	12.00	12.00
Pleasure	13.00	14.00	10.00	10.00	12.00
Salvation	15.00	13.00	14.00	13.00	14.00
Self-respect	4.00	6.00	4.00	6.00	5.00
A sense of accomplishment	6.00	12.00	11.00	13.00	10.00
Social recognition	8.00	10.00	9.00	12.00	9.00
True friendship	10.00	8.00	11.00	10.00	9.00
Wisdom	8.00	8.00	11.00	12.00	10.00
A world at peace	15.00	5.00	15.00	14.00	14.00
A world of beauty	16.00	11.00	16.00	16.00	16.00
Ambitious	4.00	9.00	6.00	3.00	5.00
Broad-minded	8.00	8.50	12.00	5.00	8.00
Capable	7.00	11.00	10.00	6.00	8.00
Clean	15.00	11.00	12.00	6.00	11.00
Courageous	7.00	11.00	12.00	7.00	9.00
Forgiving	14.00	11.00	13.00	8.00	12.00
Helpful	12.00	9.00	10.00	6.00	9.00
Honest	4.00	3.00	3.00	5.00	4.00
Imaginative	10.00	15.00	14.00	12.00	13.00
Independent	7.00	11.00	10.00	10.00	9.00
Intellectual	6.00	13.00	11.00	12.00	11.00
Logical	7.00	12.00	12.00	13.00	11.00
Loving	14.00	10.00	8.00	12.00	11.00
Loyal	10.00	7.50	7.00	13.00	10.00
Obedient	14.00	9.00	9.00	13.00	12.00
Polite	13.00	9.00	10.00	14.00	12.00
Responsible	6.00	5.50	4.00	11.00	6.00
Self-controlled	10.00	7.00	7.00	13.00	9.00



Table 3.11: Demographic Profile across Gender

Socio-demographics	Sub groups	Female (1307)	Male (3999)	Test of proportions	Proportions in female	Proportions in Male
Age	20-40 yrs	765	1811	p <0.05	0.58530987	0.45286322
	30-40 yrs	454	1709		0.34736037	0.42735684
	40-50 yrs	74	356		0.05661821	0.08902226
	>50	14	123		0.01071155	0.03075769
Professional experience	0-5 yrs	457	1032	p <0.05	0.3496557	0.25806452
	5-10 yrs	568	1689			
	10-20 yrs	246	975	p <0.05	0.18821729	0.24381095
	20-30 Rs	34	223		0.02601377	0.05576394
	>30 yrs	2	80		0.00153022	0.020005
Background	Village	21	207	p <0.05	0.01606733	0.05176294
	Town	185	775		0.14154552	0.19379845
	Non-metro city	278	940			
	Metro city	823	2077	p <0.05	0.6296863	0.51937984
Marital Status	Single/Separated/Divorced/Widowed	544	1357	p <0.05	0.41622035	0.33933483
	Married	763	2642		0.58377965	0.66066517
Family type	Staying alone	125	416			
	Nuclear	817	2309			
	Joint	365	1274			
Financial role	Family not dependent on my earnings	315	685	p <0.05	0.24100995	0.17129282
	Supporting earning member	847	1740		0.64804897	0.43510878
	Only earning member	145	1574		0.11094109	0.3935984





Table 3.12: Comparison of Mean Ratings

Values	Importance (I)	Values	Importance (I)
Intellectually stimulating	4.42	Supportive supervisor	4.34
Challenging work	4.49	Supervisor valuing performance	4.25
Interesting	4.53	Work-life balance	4.33
Acquire new knowledge/skill	4.56	Convenient Hours	4.61
Accomplishment	4.47	Fair and impartial	4.45
Creativity	4.32	Constructive feedback	4.25
Variety	4.25	Loyalty	3.88
Use your abilities	4.51	Job well done is recognized	4.04
Competence is recognized	4.48	Promotion	4.35
Technology	3.98	Authority	3.73
Helpful contributions to society	4.33	Work highly regarded	4.18
Autonomy	4.53	Work that family is proud of	4.59
Risk-Taking	4.50	Travel	4.18
Share knowledge	4.27	Work alone	4.55
Designation	4.46	Fun	4.59
Salary	4.58	Friendly co-workers	3.82
Job Security	4.39	Competent co-workers	4.37
Physically Comfortable	4.61	Respectable co-workers	4.05
Bonus/Incentive	4.33	Reputed organization	4.63



Table 3.13: Differences due to Family Type

IMPORTANCE	<i>Staying alone</i>	<i>Nuclear</i>	<i>Joint</i>	P
I:Intellectually stimulating	4.49	4.43	4.39	p<0.05
I:Challenging work	4.54	4.48	4.48	
I:Interesting	4.57	4.54	4.49	
I:Acquire new knowledge/skill	4.58	4.56	4.56	
I:Accomplishment	4.44	4.49	4.42	
I:Creativity	4.36	4.30	4.33	p<0.05
I:Variety	4.29	4.24	4.23	
I:Use your abilities	4.55	4.51	4.50	
I:Competence is recognized	4.51	4.49	4.47	
I:Risk-taking	4.02	3.98	3.96	
I:Designation	4.35	4.32	4.34	
I:Salary	4.60	4.63	4.58	
I:Job security	4.55	4.59	4.59	p<0.05
I:Physically comfortable	4.30	4.34	4.33	
I:Promotion	4.64	4.61	4.60	
I:Bonus/Incentive	4.45	4.46	4.44	
I:Technology	4.28	4.23	4.27	
I:Authority	3.87	3.88	3.89	
I:Work highly regarded	4.04	4.05	4.03	
I:Travel	3.98	3.80	3.80	
I:Reputed organization	4.32	4.37	4.38	p<0.05
I:Fun	4.09	4.05	4.02	
I:Friendly co-workers	4.39	4.32	4.36	
I:Competent co-workers	4.25	4.25	4.24	
I:Respected co-workers	4.26	4.27	4.26	
I:Supportive supervisor	4.46	4.48	4.44	
I:Supervisor valuing performance	4.57	4.58	4.56	
I:Share knowledge	4.39	4.38	4.41	
I:Work that family is proud of	4.25	4.33	4.41	
I:Work-life balance	4.54	4.59	4.59	p<0.05
I:Convenient hours	4.32	4.32	4.34	
I:Work alone	3.85	3.71	3.72	
I:Autonomy	4.21	4.19	4.16	p<0.05
I:Helpful contribution to society	4.17	4.16	4.21	
I:Fair and impartial	4.56	4.55	4.53	p<0.05
I:Constructive feedback	4.56	4.53	4.54	
I:Loyalty	4.46	4.49	4.53	
I:Job well done is recognized	4.65	4.64	4.61	





Table 3.14: Differences due to Financial Role

IMPORTANCE	<i>Not dependent on my earnings</i>	<i>Supporting earning member</i>	<i>Only earning member</i>	P
I: Intellectually stimulating	4.46	4.43	4.39	p<0.05
I: Challenging work	4.51	4.49	4.48	
I: Interesting	4.59	4.53	4.49	p<0.05
I: Acquire new knowledge/skill	4.61	4.56	4.53	p<0.05
I: Accomplishment	4.51	4.47	4.43	p<0.05
I: Creativity	4.33	4.32	4.30	
I: Variety	4.31	4.25	4.20	p<0.05
I: Use your abilities	4.52	4.52	4.49	
I: Competence is recognized	4.53	4.48	4.46	p<0.05
I: Risk-taking	4.00	3.96	4.00	
I: Designation	4.33	4.35	4.30	
I: Salary	4.62	4.61	4.59	
I: Job security	4.56	4.61	4.56	
I: Physically comfortable	4.35	4.37	4.28	p<0.05
I: Promotion	4.63	4.63	4.58	p<0.05
I: Bonus/Incentive	4.44	4.46	4.43	
I: Technology	4.24	4.26	4.24	
I: Authority	3.87	3.88	3.88	
I: Work highly regarded	4.01	4.05	4.06	
I: Travel	3.91	3.80	3.80	p<0.05
I: Reputed organization	4.31	4.40	4.36	p<0.05
I: Fun	4.13	4.07	3.96	p<0.05
I: Friendly co-workers	4.35	4.37	4.29	p<0.05
I: Competent co-workers	4.25	4.25	4.23	
I: Respected co-workers	4.30	4.28	4.24	
I: Supportive supervisor	4.52	4.48	4.40	p<0.05
I: Supervisor valuing performance	4.62	4.59	4.53	p<0.05
I: Share knowledge	4.33	4.42	4.39	p<0.05
I: Work that family is proud of	4.26	4.39	4.33	p<0.05
I: Work-life balance	4.60	4.61	4.55	p<0.05
I: Convenient hours	4.36	4.36	4.25	
I: Work alone	3.73	3.77	3.67	p<0.05
I: Autonomy	4.20	4.18	4.18	
I: Helpful contribution to society	4.13	4.20	4.16	
I: Fair and impartial	4.58	4.56	4.51	p<0.05
I: Constructive feedback	4.54	4.55	4.50	p<0.05
I: Loyalty	4.45	4.53	4.49	p<0.05
I: Job well done is recognized	4.65	4.65	4.60	p<0.05



Table 3.15: Differences due to Father's Educational Background

IMPORTANCE	< 10th std.	10th/12th/ PUC/ diploma	Graduation	PG and above	P
I:Intellectually stimulating	4.36	4.38	4.46	4.45	p<0.05
I:Challenging work	4.50	4.48	4.50	4.47	
I:Interesting	4.54	4.49	4.54	4.56	p<0.05
I:Acquire new knowledge/skill	4.55	4.54	4.58	4.56	
I:Accomplishment	4.38	4.42	4.50	4.52	p<0.05
I:Creativity	4.36	4.29	4.33	4.31	
I:Variety	4.26	4.20	4.25	4.29	p<0.05
I:Use your abilities	4.50	4.49	4.53	4.50	
I:Competence is recognized	4.42	4.44	4.52	4.52	p<0.05
I:Risk-taking	3.98	3.95	4.01	3.96	
I:Designation	4.34	4.30	4.35	4.32	
I:Salary	4.50	4.60	4.64	4.61	p<0.05
I:Job security	4.56	4.58	4.62	4.55	
I:Physically comfortable	4.31	4.32	4.36	4.32	
I:Promotion	4.53	4.59	4.65	4.61	p<0.05
I:Bonus/Incentive	4.36	4.45	4.48	4.43	p<0.05
I:Technology	4.27	4.27	4.26	4.17	p<0.05
I:Authority	3.89	3.86	3.90	3.87	
I:Work highly regarded	4.06	4.01	4.07	4.03	
I:Travel	3.76	3.76	3.88	3.82	p<0.05
I:Reputed organization	4.38	4.34	4.40	4.34	
I:Fun	3.99	3.99	4.09	4.07	
I:Friendly co-workers	4.37	4.31	4.36	4.34	
I:Competent co-workers	4.26	4.21	4.26	4.28	
I:Respected co-workers	4.24	4.24	4.29	4.27	
I:Supportive supervisor	4.37	4.44	4.49	4.51	p<0.05
I:Supervisor valuing performance	4.50	4.56	4.60	4.60	p<0.05
I:Share knowledge	4.44	4.41	4.40	4.33	p<0.05
I:Work that family is proud of	4.36	4.37	4.34	4.32	
I:Work-life balance	4.54	4.58	4.61	4.58	
I:Convenient hours	4.27	4.31	4.35	4.35	
I:Work alone	3.78	3.73	3.73	3.70	
I:Autonomy	4.14	4.17	4.20	4.19	
I:Helpful contribution to society	4.18	4.21	4.18	4.11	p<0.05
I:Fair and impartial	4.47	4.54	4.57	4.57	p<0.05
I:Constructive feedback	4.50	4.53	4.54	4.54	
I:Loyalty	4.46	4.51	4.51	4.49	
I:Job well done is recognized	4.59	4.62	4.65	4.63	





Table 3.16: Differences due to Father's Occupation

IMPORTANCE	Agriculture	Govt./Public sector	Private sector	Others /prof	P
I:Intellectually stimulating	4.36	4.44	4.42	4.41	
I:Challenging work	4.46	4.49	4.50	4.49	
I:Interesting	4.45	4.53	4.53	4.54	
I:Acquire new knowledge/skill	4.50	4.56	4.56	4.58	
I:Accomplishment	4.25	4.47	4.47	4.49	p<0.05
I:Creativity	4.36	4.33	4.30	4.30	
I:Variety	4.18	4.25	4.25	4.25	
I:Use your abilities	4.49	4.51	4.48	4.51	
I:Competence is recognized	4.31	4.50	4.44	4.50	p<0.05
I:Risk-taking	4.00	3.98	3.97	3.97	
I:Designation	4.33	4.32	4.35	4.34	
I:Salary	4.47	4.61	4.64	4.61	p<0.05
I:Job security	4.45	4.58	4.62	4.60	p<0.05
I:Physically comfortable	4.29	4.33	4.36	4.35	
I:Promotion	4.49	4.61	4.62	4.63	p<0.05
I:Bonus/Incentive	4.31	4.44	4.46	4.47	p<0.05
I:Technology	4.27	4.24	4.23	4.27	
I:Authority	3.82	3.88	3.91	3.89	
I:Work highly regarded	3.98	4.05	4.05	4.03	
I:Travel	3.68	3.81	3.85	3.84	
I:Reputed organization	4.26	4.38	4.37	4.37	
I:Fun	3.81	4.06	4.04	4.07	p<0.05
I:Friendly co-workers	4.26	4.34	4.33	4.36	
I:Competent co-workers	4.17	4.26	4.20	4.26	
I:Respected co-workers	4.16	4.27	4.30	4.28	
I:Supportive supervisor	4.28	4.48	4.46	4.46	p<0.05
I:Supervisor valuing performance	4.47	4.58	4.56	4.60	p<0.05
I:Share knowledge	4.46	4.39	4.37	4.41	
I:Work that family is proud of	4.35	4.35	4.27	4.36	
I:Work-life balance	4.44	4.59	4.63	4.59	p<0.05
I:Convenient hours	4.19	4.33	4.32	4.35	p<0.05
I:Work alone	3.73	3.71	3.76	3.77	
I:Autonomy	4.08	4.19	4.18	4.18	
I:Helpful contribution to society	4.22	4.19	4.11	4.17	
I:Fair and impartial	4.40	4.56	4.54	4.56	p<0.05
I:Constructive feedback	4.47	4.53	4.55	4.55	
I:Loyalty	4.44	4.50	4.50	4.51	
I:Job well done is recognized	4.54	4.63	4.66	4.64	



Table 3.17: Differences due to Geographical Location

IMPORTANCE	Village	Town	Non-Metro	Metro	P
I: Intellectually stimulating	4.37	4.41	4.41	4.44	
I: Challenging work	4.53	4.52	4.48	4.47	
I: Interesting	4.53	4.48	4.52	4.54	
I: Acquire new knowledge/skill	4.57	4.57	4.61	4.53	p<0.05
I: Accomplishment	4.35	4.43	4.47	4.48	p<0.05
I: Creativity	4.36	4.35	4.33	4.30	
I: Variety	4.28	4.22	4.24	4.25	
I: Use your abilities	4.52	4.52	4.51	4.50	
I: Competence is recognized	4.42	4.46	4.49	4.49	
I: Risk-taking	4.01	4.01	3.95	3.98	
I: Designation	4.25	4.36	4.32	4.33	
I: Salary	4.53	4.57	4.64	4.61	
I: Job security	4.54	4.59	4.59	4.59	
I: Physically comfortable	4.31	4.33	4.31	4.35	
I: Promotion	4.55	4.63	4.63	4.60	
I: Bonus/Incentive	4.35	4.43	4.48	4.44	
I: Technology	4.31	4.29	4.23	4.24	
I: Authority	3.79	3.90	3.86	3.89	
I: Work highly regarded	3.93	4.03	4.02	4.07	
I: Travel	3.74	3.78	3.84	3.83	
I: Reputed organization	4.32	4.34	4.38	4.38	
I: Fun	3.81	3.99	4.04	4.08	p<0.05
I: Friendly co-workers	4.34	4.33	4.35	4.34	
I: Competent co-workers	4.18	4.24	4.25	4.25	
I: Respected co-workers	4.18	4.23	4.25	4.30	
I: Supportive supervisor	4.39	4.42	4.45	4.49	
I: Supervisor valuing performance	4.57	4.56	4.57	4.58	
I: Share knowledge	4.46	4.43	4.38	4.38	
I: Work that family is proud of	4.39	4.38	4.36	4.32	
I: Work-life balance	4.56	4.56	4.61	4.59	
I: Convenient hours	4.26	4.30	4.33	4.34	
I: Work alone	3.69	3.76	4.67	3.75	
I: Autonomy	4.11	4.18	4.16	4.19	
I: Helpful contribution to society	4.29	4.19	4.17	4.16	
I: Fair and impartial	4.43	4.54	4.56	4.56	
I: Constructive feedback	4.54	4.55	4.55	4.52	
I: Loyalty	4.43	4.54	4.51	4.49	
I: Job well done is recognized	4.61	4.66	4.64	4.62	





Table 3.18: Differences due to Marital Status

IMPORTANCE	Single	Married	P
I:Intellectually stimulating	4.42	4.43	
I:Challenging work	4.49	4.49	
I:Interesting	4.54	4.52	
I:Acquire new knowledge/skill	4.58	4.55	
I:Accomplishment	4.44	4.48	
I:Creativity	4.35	4.30	
I:Variety	4.29	4.22	
I:Use your abilities	4.51	4.51	
I:Competence is recognized	4.48	4.49	
I:Risk-taking	3.96	3.99	
I:Designation	4.36	4.31	
I:Salary	4.61	4.60	
I:Job security	4.58	4.59	
I:Physically comfortable	4.36	4.32	
I:Promotion	4.65	4.59	p<0.05
I:Bonus/Incentive	4.45	4.44	
I:Technology	4.28	4.23	
I:Authority	3.88	3.88	
I:Work highly regarded	4.02	4.06	p<0.05
I:Travel	3.94	3.75	p<0.05
I:Reputed organization	4.36	4.38	
I:Fun	4.11	4.01	
I:Friendly co-workers	4.39	4.31	
I:Competent co-workers	4.26	4.24	
I:Respected co-workers	4.29	4.25	p<0.05
I:Supportive supervisor	4.47	4.46	
I:Supervisor valuing performance	4.58	4.57	
I:Share knowledge	4.41	4.38	
I:Work that family is proud of	4.32	4.36	
I:Work-life balance	4.57	4.60	
I:Convenient hours	4.34	4.32	
I:Work alone	3.82	3.68	p<0.05
I:Autonomy	4.19	4.18	
I:Helpful contribution to society	4.21	4.15	
I:Fair and impartial	4.56	4.54	
I:Constructive feedback	4.54	4.53	
I:Loyalty	4.51	4.49	
I:Job well done is recognized	4.64	4.63	



Table 3.19: No. of Respondents across 2 Clusters

Number of Cases in each Cluster		
Cluster	1	1677
	2	3629
Valid		5306
Missing		0

Table 3.20: Chi-square Analysis & Test of Proportions across 2 clusters

Variables	Groups	Cluster 1	Cluster 2	Chi-square text	Test of proportions (Cluster 1)	Test of proportions (Cluster 2)
Age	20–30 years	761	1815	p<0.05	0.45378652	0.50013778
	31–40 years	698	1465			
	41–50 years	154	276			
	>50	64	73		0.03816339	0.02011573
Gender	Male	1312	2687	p<0.05	0.78234943	0.74042436
	Female	365	942		0.21765057	0.25957564
Professional experience	0–5 years	475	1014			
	6–10 years	646	1611		0.39074863	0.44878593
	11–20 years	417	804		0.24893488	0.2221602
	21–30 years	98	159		0.05538649	0.04270165
	>30 years	41	41		0.02495435	0.01088473
Tenure within the company (N = 5274, N missing = 22:)	0–2 years	471	1042	p<0.05		
	3–10 years	1048	2367			
	11–20 years	91	148		0.05455635	0.0409292
	>20 years	58	59		0.03477218	0.01631637
Type of hire (N = 4846, N missing = 460)	Campus	310	622			
	Lateral	1216	2698			
10 th : Type of institution	Government	480	1013			
	Private	812	1675			
	Convent	385	941			





Variables	Groups	Cluster 1	Cluster 2	Chi-square text	Test of proportions (Cluster 1)	Test of proportions (Cluster 2)
10 th : Medium	Regional	358	606	p<0.05	0.21347645	0.16698815
	English	1319	3023		0.78652355	0.83301185
Highest qualification	Diploma/ITI	83	135			
	Graduation	8	12			
	Post-graduation	779	1760			
	Doctorate and above	77	173			
	Others	730	1549			
Region	North	271	619	p<0.05		
	South	725	1627			
	East	284	702		0.16935003	0.19344172
	West	397	681		0.23673226	0.187655
Background	Village	79	149			
	Town	300	660			
	Non-metro city	384	834			
	Metro city	914	1986			
Marital Status	Single/Separated/Divorced/Widowed	578	1323			
	Married	1099	2306			
Family type	Staying alone	164	377			
	Nuclear	1007	2119			
	Joint	506	1133			
Financial role	Family not dependent on my earnings	324	676	p<0.05		
	Supporting earning member	757	1830		0.45140131	0.50427115
	Only earning member	596	1123		0.35539654	0.30945164
Father's education	<10 th std.	203	403	p<0.05	0.32796661	0.30090934
	10 th /PUC/12 th /ITI/Diploma	550	1092		0.35778175	0.3957013
	Graduation	600	1436			
	Post-graduation and above	324	698			
Father's occupation	Agriculture	101	156			
	Govt./public sector	956	2126			
	Private sector	170	381			
	Professional/Others	450	966			
Mother's education	<10 th std.	456	859	p<0.05	0.36076327	0.38963902
	std.10 th /PUC/12 th /ITI/Diploma	605	1414			
	Graduation	456	974			
	Post-graduation and above	160	382			
Mother's occupation	Agriculture	20	29			
	Govt./public sector	286	656			
	Private sector	23	52			
	Professional/Others	1348	2892			
Parental Status	No child	884	2034	p<0.05	0.52713178	0.56048498
	Child	793	1595		0.47286822	0.43951502



Table 3.21: Demographic Statistics across 4 groups

		Pre-Liberalization (Pre-1991)		Pre-Liberalization (1991-2001)		Rapid Growth (2002-2006)		Plateaued Growth	
	Professional experience	>21 years		>10-21 years		>5-10 years		>0-5 years	
	Sample size	310		1250		2257		1489	
Variables	Groups	Freq	% Freq	Freq	% Freq	Freq	% Freq	Freq	% Freq
Gender	Females	33	10.65%	249	19.92%	568	25.17%	457	30.69%
	Males	277	89.35%	1001	80.08%	1689	74.83%	1032	69.31%
Professional experience	0-5 years	0	0.00%	0	0.00%	0	0.00%	1489	100.00%
	5-10 years	0	0.00%	0	0.00%	2257	100.00%	0	0.00%
	10-20 years	0	0.00%	1221	97.68%	0	0.00%	0	0.00%
	20-30 years	228	73.55%	29	2.32%	0	0.00%	0	0.00%
	>30 years	82	26.45%	0	0.00%	0	0.00%	0	0.00%
Tenure within the company (N missing = 22)	0-2 years	17	5.48%	126	10.08%	416	18.43%	954	64.07%
	2-10 years	118	38.06%	941	75.28%	1833	81.21%	523	35.12%
	10-20 years	62	20.00%	175	14.00%	0	0.00%	2	0.13%
	>20 years	112	36.13%	4	0.32%	1	0.04%	0	0.00%
Type of hire (N missing = 460)	Lateral	224	72.26%	1029	82.32%	1779	78.82%	882	59.23%
	Campus	44	14.19%	100	8.00%	313	13.87%	475	31.90%
10 th : Type of institution	Government	101	32.58%	361	28.88%	634	28.09%	397	26.66%
	Private	123	39.68%	557	44.56%	1044	46.26%	763	51.24%
	Convent	86	27.74%	332	26.56%	579	25.65%	329	22.10%
10 th : Medium	Regional	92	29.68%	220	17.60%	411	18.21%	241	16.19%
	English	218	70.32%	1030	82.40%	1846	81.79%	1248	83.81%
Highest qualification	Diploma/ITI	45	14.52%	72	5.76%	71	3.15%	30	2.01%
	Graduation	138	44.52%	533	42.64%	1112	49.27%	756	50.77%
	Post-graduation	101	32.58%	576	46.08%	963	42.67%	639	42.91%
	Doctorate and above	1	0.32%	10	0.80%	6	0.27%	3	0.20%
	others	25	8.06%	59	4.72%	105	4.65%	61	4.10%
Region	North	30	9.68%	183	14.64%	370	16.39%	307	20.62%
	South	140	45.16%	626	50.08%	1001	44.35%	585	39.29%
	East	23	7.42%	176	14.08%	502	22.24%	285	19.14%
	West	117	37.74%	265	21.20%	384	17.01%	312	20.95%
Background	Village	8	2.58%	29	2.32%	108	4.79%	83	5.57%
	Town	35	11.29%	173	13.84%	423	18.74%	329	22.10%
	Non-metro city	53	17.10%	257	20.56%	534	23.66%	374	25.12%
	Metro city	214	69.03%	791	63.28%	1192	52.81%	703	47.21%
Marital Status	Married	290	93.55%	1124	89.92%	1580	70.00%	411	27.60%
	Single/Separated/Divorced/Widowed	20	6.45%	126	10.08%	677	30.00%	1078	72.40%





		Pre-Liberalization (Pre-1991)		Pre-Liberalization (1991-2001)		Rapid Growth (2002-2006)		Plateaued Growth	
	Professional experience	>21 years		>10-21 years		>5-10 years		>0-5 years	
	Sample size	310		1250		2257		1489	
Variables	Groups	Freq	% Freq	Freq	% Freq	Freq	% Freq	Freq	% Freq
Family type	Staying alone	8	2.58%	38	3.04%	176	7.80%	319	21.42%
	Nuclear	218	70.32%	810	64.80%	1318	58.40%	780	52.38%
	Joint	84	27.10%	402	32.16%	763	33.81%	390	26.19%
Financial role	Family not dependent on my earnings	24	7.74%	148	11.84%	391	17.32%	437	29.35%
	Supporting earning member	108	34.84%	486	38.88%	1170	51.84%	823	55.27%
	Only earning member	178	57.42%	616	49.28%	696	30.84%	229	15.38%
Father's education	<10 th grade	57	18.39%	117	9.36%	272	12.05%	160	10.75%
	10 th /PUC/12 th /ITI/ Diploma	133	42.90%	411	32.88%	681	30.17%	417	28.01%
	Graduation	81	26.13%	471	37.68%	888	39.34%	596	40.03%
	Post-graduation and above	39	12.58%	251	20.08%	416	18.43%	316	21.22%
Father's occupation	Agriculture	24	7.74%	45	3.60%	113	5.01%	75	5.04%
	Govt./public sector	198	63.87%	849	67.92%	1321	58.53%	714	47.95%
	Private sector	29	9.35%	100	8.00%	210	9.30%	212	14.24%
	Professional/Others	59	19.03%	256	20.48%	613	27.16%	488	32.77%
Mother's education	<10 th std.	114	36.77%	300	24.00%	572	25.34%	329	22.10%
	10 th /PUC/12 th /ITI/ Diploma	141	45.48%	523	41.84%	850	37.66%	505	33.92%
	Graduation	45	14.52%	310	24.80%	610	27.03%	465	31.23%
	Post-graduation and above	10	3.23%	117	9.36%	225	9.97%	190	12.76%
Mother's occupation	Agriculture	7	2.26%	7	0.56%	22	0.97%	13	0.87%
	Govt./public sector	45	14.52%	251	20.08%	393	17.41%	253	16.99%
	Private sector	2	0.65%	10	0.80%	35	1.55%	28	1.88%
	Professional/Others	256	82.58%	982	78.56%	1807	80.06%	1195	80.26%
Parental Status	Child	282	90.97%	977	78.16%	993	44.00%	136	9.13%
	No child	28	9.03%	273	21.84%	1264	56.00%	1353	90.87%
Ordinal position in the family	Youngest	71	22.90%	408	32.64%	761	33.72%	505	33.92%
	Middle	92	29.68%	254	20.32%	403	17.86%	214	14.37%
	Eldest	134	43.23%	498	39.84%	906	40.14%	627	42.11%
	Only child	13	4.19%	90	7.20%	187	8.29%	143	9.60%
Overseas exposure (N missing = 71)	No	270	87.10%	1007	80.56%	1973	87.42%	1391	93.42%
	Yes	33	10.65%	223	17.84%	262	11.61%	76	5.10%



Table 3.22: Comparison of Mean Ratings across Indian Generational Cohorts

Generations	Pre-Liberalization (Pre 1991)	Early Liberalization (1991-2001)	Rapid Growth (2002-2006)	Plateaued Growth (2007-2012)	Pre-Liberalization (Pre 1991)	Early Liberalization (1991-2001)	Rapid Growth (2002-2006)	Plateaued Growth (2007-2012)
Simple Size	310	1250	2257	1489	310	1250	2257	1489
	Most imp values	Most imp values	Most imp values	Most imp values	Least imp values	Least imp values	Least imp values	Least imp values
	Fair & impartial (4.55)	Job well done is recognized (4.63)	Promotion (4.66)	Promotion (4.63)	Work alone (3.53)	Work alone (3.61)	Work alone (3.77)	Work alone (3.8)
	Job well done is recognized (4.53)	Promotion (4.62)	Job well done is recognized (4.65)	Job well done is recognized (4.63)	Travel (3.58)	Travel (3.76)	Travel (3.85)	Authority (3.83)
	Work-Life balance (4.5)	Salary (4.59)	Job security (4.65)	Salary (4.6)	Fun (3.86)	Authority (3.91)	Authority (3.9)	Travel (3.87)
	Supervisor valuing performance (4.49)	Job security, Supervisor valuing performance, Work life balance, Fair & impartial (4.56)	Salary (4.65)	Acquire new skills, work life balance (4.58)	Authority (3.87)	Fun (3.96)	Risk taking (3.94)	Risk-taking, Work highly regarded (3.96)





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