

Managing People and Change: Contemporary HRM and HRD-based change Initiatives

Henry COBBOLD

‘School of Applied Computing’ (SoAC)

University of Wales Trinity Saint David

Swansea, City and Council of Swansea

hcobbold.149234@student.uwtsd.ac.uk

I. ABSTRACT

It cannot be denied that the agile nature of organisations today is changing the outlook of functional departments that have traditionally been highly introverted. The attributes of agility and responsiveness have placed extra importance on organisational change in order to respond to new and changing opportunities. Particularly deep-rooted business operations must now adapt in order to align with the elements of the business that are closest to continual change. This report will discuss how the functional departments of Human Resource Management (HRM) and Human Resource Development (HRD) have traditionally fulfilled their role and how, with reference to concepts, initiatives and new technology how the factors of employee engagement, job satisfaction and performance are changing to satisfy a volatile environment. Finally, with reference to a particular change program, a model will be offered that could support a firm in balancing the needs of both the change effort and HR-related exercises from both a holistic strategic level and low, operations perspective.

II. TABLE OF CONTENTS

I. Abstract.....	1
II. Table of Contents	1
III. Table of Figures.....	2
IV. Table of Tables	2
V. Introduction.....	2
VI. Contemporary HRM and HRD Initiatives	3
a. <i>Human Resource Management</i>	<i>3</i>
b. <i>Human Resource Development.....</i>	<i>4</i>
c. <i>Contemporary HRM and HRD Initiatives</i>	<i>3</i>
VII. Initiative Evaluation.....	9
a. <i>Use of Technology.....</i>	<i>10</i>

b. Employee Engagement Preferences	11
c. Job Satisfaction.....	5
d. Individual and Organisational Performance.....	12
e. Importance in Implementing Change Initiative	5
VIII. Conclusion and Key Findings	6
IX. References and Cited Work(s)	14

III. TABLE OF FIGURES

Figure 1: A wider HRM model with SHRM [8]	4
Figure 2: "Contextual and Dynamic Framework for SHRD". Adapted and simplified from Garavan [11] with reference to works by Jackson and Schuler [16], Jackson and Schuler [17], Way and Johnson [18], Espedal [19], Gilley and Maycunich-Gilley [20] and Ulrich [21].	7

IV. TABLE OF TABLES

Table 1: "Summary of generational groups" Adapted and extended from Dwyer [13]	9
---	---

V. INTRODUCTION

Whilst the contemporary issues of HRM and HRD will be explored throughout the article, the themes surrounding function and department integration are recurrent. To understand why these adaptations are necessary various authors have attempted to describe the key trends businesses must face in the present economic climate and moral ambience, one such widely supported piece offered by Bernthal [1]. This perspective on current business trends proposes eight factors associated with firms today including; "*Drastic Times, Drastic Measures*", "*Blurred Lines – Life or Work?*", "*Small World and Shrinking*", "*New Faces, New Expectations*", "*Work Be Nimble, Work Be Quick*", "*Security Alert*", "*Life and Work in the E-Lan*" and "*A higher Ethical Bar*"- several of which (particularly those related to employee engagement and generational work-life balance differences) reappear throughout this article.

Whilst presenting these traits of modern business, Bernthal [1] recognises the significance of human capital in the current, highly fluid environment. Furthermore, this piece discusses how this resource can be developed to prepare the workforce to meet current and future business needs with the aim of helping the firm make the most of emerging change opportunities as they arise – a similar view of which is presented throughout this piece culminating in a change strategy centred around the impacts associated with a highly diverse generational workforce.

VI. CONTEMPORARY HRM AND HRD INITIATIVES

A. Human Resource Management

Human Resource Management (HRM hereafter) is a business process, traditionally an organisation functional department, that involves administrating, managing, “*motivating and retaining*” [2] staff with the goal of fulfilling and streamlining business activities associated with an organisations progress towards its goals [3].

Traditionally, studies in the area of HRM have attempted to describe the relationship between HRM systems and the organisational metrics of a firm, namely productivity [4]. This has been a growing topic over the two decades and more, one of its earliest adapters being payroll activities. However, this is far from the “*so called transformational HR practices*” [5] that, since the widespread uptake of digital services (often referred to as a human resource information system or HRIS), has taken place in contemporary firms. These platforms have seen much enlargement and many now facilitate an organisations need designs to store, query and administer HR resources [6].

The significance of HR can be clearly seen in its expansion. The term “Strategic HRM” is now commonplace and represents a wider model that considers how this precise functional role (or historically department) helps determine the proficiency of a firm in its continual pursuit for greater effectiveness; a process that importantly results in departmental overlap [7]. The widened scope of the role is reflected in a definition of the term developed by Jackson *et. al* [7] and illustrated in **Figure 1**. The outcome of this adaptation is that strategic HRM is “*inherently contextualised and dynamic*” [7] owing to the shifting landscape that contemporary firms often operate and the highly changeable needs of staff management.

“The study of HRM systems (and/or sub-systems) and their interrelationships with other elements comprising an organisational system, including the organization’s external and internal environments...and the multiple stakeholders who evaluate the organization’s effectiveness and determine its long-term survival” [7].

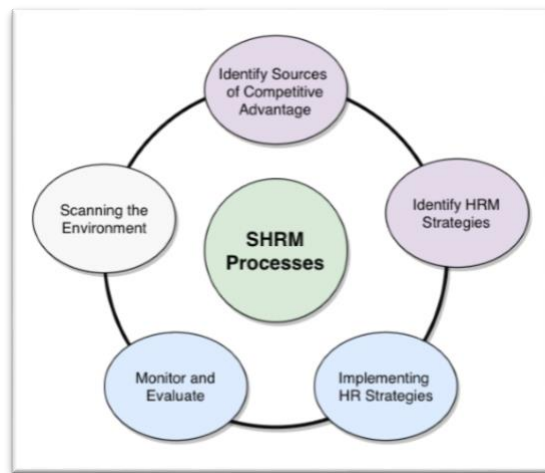


Figure 1: A wider HRM model with SHRM [8]

B. Human Resource Development

Career patterns change – even more freely than ever before. Unlike traditional, linear based career progression, employers must now cater for various types of employee career development. This change in staff perspective means firms must provide diverse, broad options for staff career advancement that offers both upward and lateral role progression [9]. To more precisely document the various processes of HRD, Bernthal [1] devised a list of ‘training and development competencies’; a framework that has seen later revision during 2013 by Arneson, Rothwell and Naughton [10] for their ‘areas of expertise’:

- **Performance improvement:** A process that aims to get the most out of employees by “*applying a systematic process of discovering and analysing human performance gaps*” [10] a scheme that involves scanning and planning for future improvements, implementing the identified solution and “*monitoring the change*” [10] so as to evaluate the initiative outcomes.
- **Instructional design:** Instructional design involves the task of developing learning tools that can be used by a firm to fulfil HRD activities so as to “*maximise the learning experience and impact*” [10].
- **Training delivery:** Training delivery is the role of practically providing training schemes to employees in such a way as they are both engaged with the process and suitably educated. It is important that this activity is performed in such a way that delivery is “*timely and effective*” [10].
- **Learning technologies:** The task of selecting the learning channels most suited to the employees, or “*the challenge at hand*” by means of replication or adaptation to the desired scenario.
- **Evaluating learning impact** so as to understand how effective HRD initiatives have been. This means collating and analysing employee learning data so as identify “*the impact of learning solutions against key business drivers*” [10].

- **Managing learning programs** covers the leadership roles associated with overseeing corporate development activities [10].
- **Integrated talent management** is a broad area that intends to develop and organisations culture by aligning employee development, acquisition or deployment programs or principles with the organisations key aims and objectives for both the present and the future [10].
- **Coaching** is the role of advising and guiding individuals to improve their performance, “*take action, make better decisions*” [10] and fulfil their workplace potential.
- **Knowledge management** is a broad role too that involves collating, sharing and appropriately gathering “*intellectual capital*” [10] in such a way that transparency and information communication are core business values.
- **Change management:** A topic that aims to shift the state of the organisation by deploying co-ordinated techniques to move “*individuals, teams and organisations*” [10] from one stable state to another.

Similarly to the field of HRM, the significance of strategy can be applied to HRD, leading practitioners towards a strategic human resource development (SHRD) method. **Figure 2** illustrates a model whereby the base of all HRD activities, like that of HRM, are founded upon the organisational perspectives [11]. External perspectives viewpoints, such as that of technological change or political developments, is likely to influence the skillset of employees and importantly how and when training programs and staff education opportunities are rolled-out. To understand how environmental factors are likely to affect the employee development continuous “*environmental scanning*” [11] is advised.

Level 2 recognises the impact that organisational factors such as orientation, structure and culture are likely to influence on the scope and significance of staff training and development initiatives. Level 3 considers the notion that role importance influences training and personnel development practices [11]. Becker, Huselid and Ulrich [12] suggest that roles of greater significance are typically subject to activities because “*they are key to the implementation of strategy*” [11],[12]. A comparable notion has been documented in the fore-mentioned field of HRM with work by Collings and Wood [13] offering two main types of HRM; soft and hard. The former concentrates on more extrinsic motivators so as to ‘coax’ the best out of employees; “*emphasizing the importance of staff as a valuable asset*” [13],[14]. The latter considers employees as a tool with which to power an organisation forward toward objectives, but moreover a disposable commodity that can be replaced - a highly autocratic perspective [13].

Level 4 of this broad model considers the psychological contract (the notion of a mutual, unwritten trust and obligations between employers and employees [15]) and the extent to which talented employees are exposed to training and development programs. This perspective is argued by Kanter [16] who suggests that “*in a post entrepreneurial world*” [11] the best attribute for employees is their workplace skillset and

employability, neither their jobs nor employer [16] at the core of which burns an “*intrinsic excitement of achievement*” [11].

The model importantly considers how the focus of HRD orientation, a factor that links to the leadership, strategy, culture and leadership of the firm and how this must satisfy “*horizontal alignment*” [11] with other functional departments also shaped by organizational context. Other comparisons too can be drawn with SHRD strategies, systems and practices importantly linked to role value and importance and an individual’s job perspective and career aspirations. Finally, the model links these SHRD procedures with a company’s different stakeholders. Those of internal SHRD orientation effecting the career and performance of staff whilst that of SHRD strategies, systems and practises more visible to external customers and suppliers, but also other internal customers such as other functional departments.

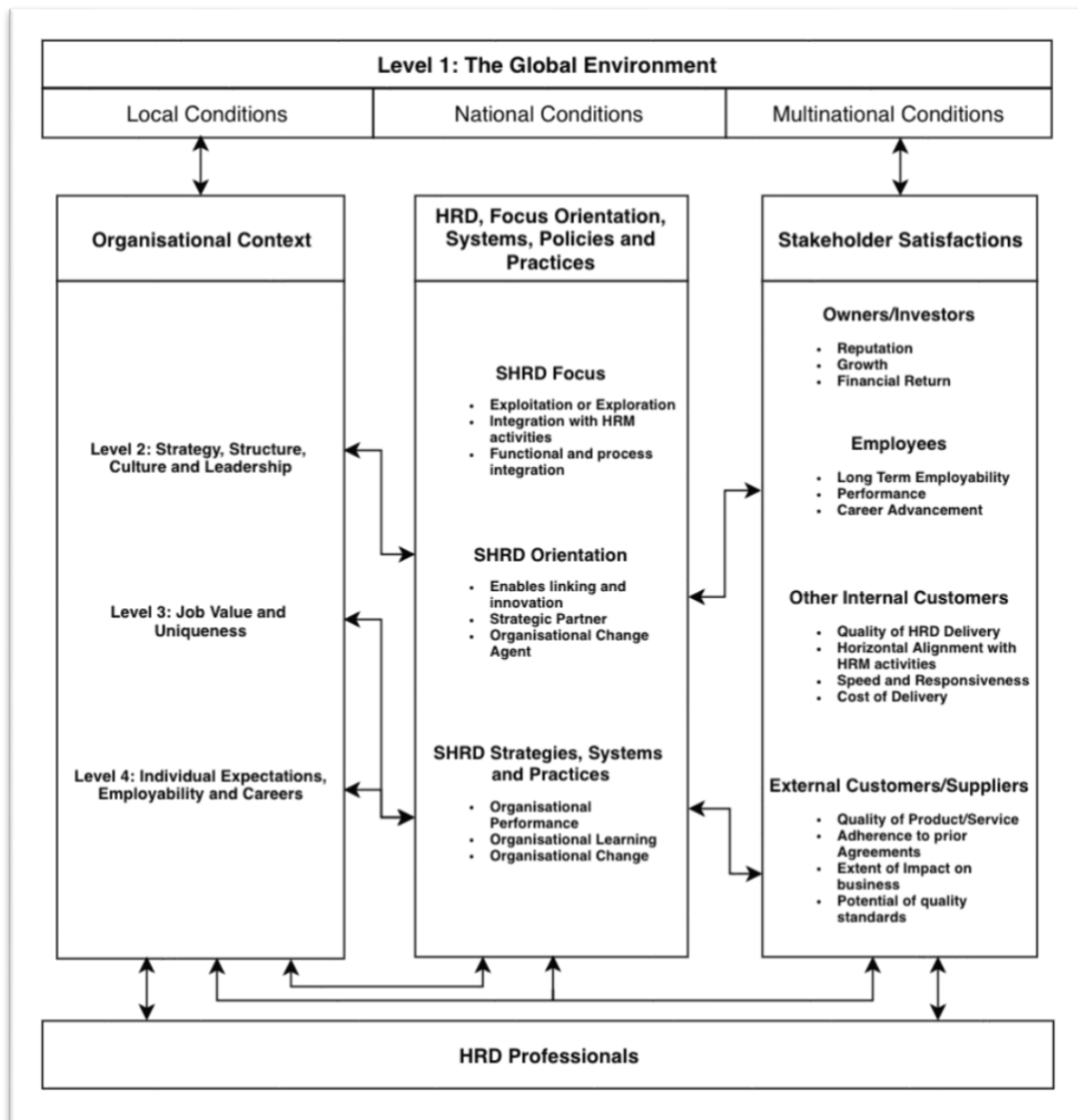


Figure 2: "Contextual and Dynamic Framework for SHRD". Adapted and simplified from Garavan [11] with reference to works by Jackson and Schuler [17], Jackson and Schuler [18], Way and Johnson [19], Espedal [20], Gilley and Maycunich-Gilley [21] and Ulrich [22].

C. Employee Engagement

The topic of employee engagement has seen increased growth in the last decade, so much so that no precise definition is prevalent [23]. Despite this several comprehensive descriptions have been produced, such as a definition used by Maslach, Schaufeli and Leiter when describing employee workplace burnout [24]:

“A persistent, positive affective-motivational state of fulfilment in employees that is characterised by high levels of activation or pleasure” [24]

Other authors define engagement as form of personal expression such as Kahn [25] who refers to engagement as a state where employees *“employ and express themselves physically, cognitively”* [25]. The significance of employee engagement in the workplace and the impact of an individual on an organisations goals and performance should not be underestimated. Storey *et. al* [26] suggest that the desirability of this method can be most clearly seen when a firm *“starts with firm performance in mind and works backwards”* [26] – highlighting the traits of *“above and beyond efforts”* [26] alongside workplace characteristics such as emotion intelligence, commitment and the willingness to participate in *“discretionary efforts”* [26]. The core factors of this can be seen in Sirota’s three-factor theory whereby employee equality, personal achievement in the workplace and staff camaraderie that contribute towards workplace motivation [27]. An expanded view of this is illustrated in **Figure 3**. Given the popularity of this topic a wide range of theories have been developed. Deci and Ryan’s [28] self-determination theory (SDT) was developed during the 1980s and considers how human tendencies influence *the essence of work engagement”* [29], a factor that is influenced by an employee’s ability to control their workplace behaviours and goals. A concept that in-part concluded that various choices open to an individual is a factor in defining a level of commitment in the workplace [3].

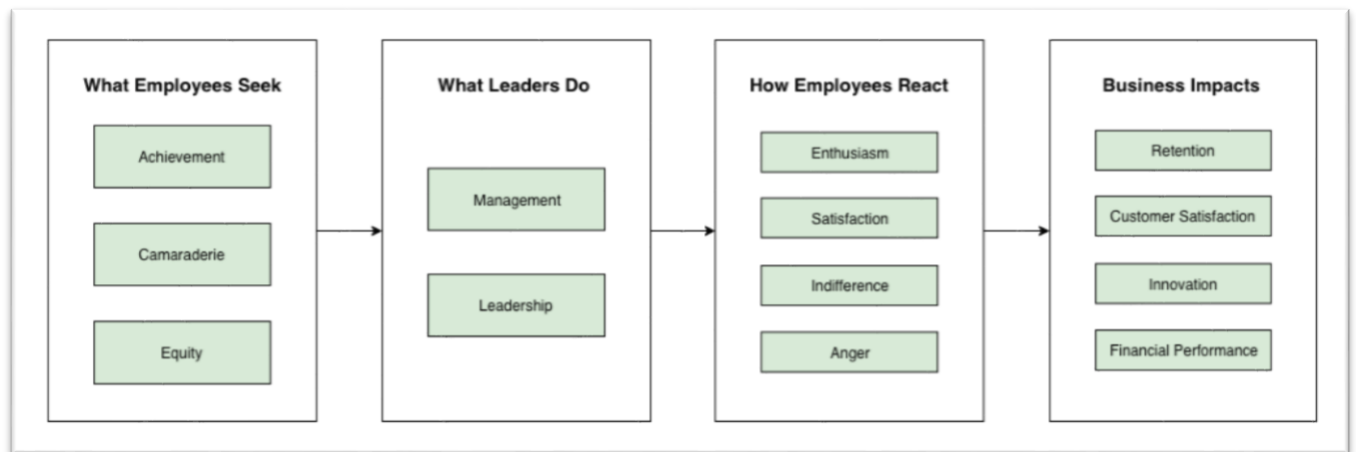


Figure 3: Sorita's Three Factor Model [30]

It has been suggested that an individual forms their own opinions about the relative degree to which a firm appreciates their work contribution, a concept known as “Perceived Organisation Support” (POS) [4]. Alfes *et. al* [4] appreciate how the position the firm takes influences an individual’s behavioural actions, such as increased staff engagement, whereby staff clearly relate to the professional role [54], or a lower staff turnover frequency [55]; a phenomena that backs the use of a structured and employee-centric software applications.

VII. INITIATIVE EVALUATION: GENERATIONS IN THE WORKPLACE

This section will explore how the grouping of individuals into their respective ‘generations’, whereby individuals “*share common life experiences such as wold events, natural disasters, politics and economic conditions*” [31] is of considerable importance in the current workplace in understanding how to effectively manage a workforce comprised of different personalities, work-style preferences and skillsets; the foundations on which any an organisation of any size is built.

The idea that individual traits could be grouped to could show general trends, based on their social experiences and prevalent environmental conditions formed part of the cohort theory developed by Inglehart [32] during 1977; a concept that saw later revision by Strauss and Howe [33] in the early ‘90s. Later work by Twenge [34] has supported the notion that these personality traits are picked up by during adolescent years when an individual is at their most impressionable. **Table 1** shows the birth year range and the series of ‘defining events’ that took place during each timespan, reference to which will be made throughout this section.

Table 1: “*Summary of generational groups life-events*”. Adapted from Dwyer [35] and extended with Strauss and Neil [36].

<i>Generation Name</i>	<i>Birth year</i>	<i>Defining events for the generation</i>
‘Veteran’	1922-1946	Great depression World War II Atom Bomb
‘Baby Boomer’	1946-1966	Civil rights movement Cold war Cuban missile crisis Vietnam Quebec crisis Women’s rights movement
‘Generation X’	1967-1979	New feminism New conservatism Energy crisis First personal computers
‘Generation Y’	1980-1995	Increasing high school violence Celebrity scandals (Clinton, OJ) Increase in diverse families Reality TV

		Terrorist acts
‘Generation Z’ (or ‘Millennials’)	1995-2009 (although considerable debates when offering a precise end year)	Terrorist acts Great Recession Explosion of technological devices Explosion of Social Media ‘24/7 connectivity’
‘Generation Alpha’ (or ‘iGeneration’)	2010-2025. The first generation born after the 20 the century	Even more digital devices Even more digital communication platforms Rise of ‘fake news’ and widespread social and political influence and manipulation

To reflect a changing society each generation exhibits generally different personal traits, a brief view of which will now follow to highlight principle comparisons. The ‘Silent Generation’, or ‘Veterans’ are the oldest, and most traditionally focused. This generation places significant value on a strong work ethic to an extent unmatched by later cohorts. This intrinsic motivation views work “*as a duty and an obligation*” [31]. This highly work-centric self-discipline came from growing up during hard economic and political times.

A. Use of Technology

It is undeniable that the use of technology is changing the way that children are raised. A study performed during 2013 suggested that “*nearly two in five children have used a tablet or smartphone before they could speak in full sentences*” [37], a total of around 38% and up nearly two-fold on a similar study two years previous (11%) [37]. This difference is more than cosmetic, Tapscott [38] has suggested generations that have grown up with digital technology also show signs of a different physical brain composition with particular skills for information collection, sorting and recall. Whilst veterans of the mid-20th century tend to resist change, Millennials embrace technological evolution. This generation was brought up with an ever-increasing speed of change; even more so in the field of technology and digital services. As such, they are less likely to consider change as daunting, instead focusing on the technological opportunities that new digital services present. This group feel comfortable using technology in society, even suggested to crave being seen with “*electronic decorations*” [39],[40]. As they have grown up with technology they are prepared to “*try, buy and spread the word*” [41], sharing their experiences whilst doing so. A highly pragmatic approach is offered by Glass [41] regarding the use of technology and the ambiguity that, in particular, wide ranging generation preferences presents in the workplace.

“The solution [to this scenario] is to ask the employer or the employee what his or her expectation is regarding feedback and instructions, and then learn to adapt one’s own approach to the answer” [41].

Whilst this approach seems logical, Prensky [42] has suggested that people (or generational groups) who grow up with technology have a different outlook to those who use *“have learnt to use technology later in their life”* [43]. As a result, the methods deployed to develop the less skilled generations are less suited for whom digital interaction comes naturally, and as a result the support channels in place should be appropriate for the user groups; but this stance is somewhat troublesome when an organisation takes the ‘personal preference’ approach outlined by Glass [41].

B. Employee Engagement Preferences

In the same way that different generations display different technology preferences, the topic of employee engagement is equally broad. Some key comparisons can be drawn between the various generations, and how a workplace’s feedback and communication channels can be configured to the best from each generation. The biggest changes in the workplace have been seen by the baby boomers. Liking a personal touch and team work this group like communal decision making; face-to-face conversations therefore are popular [44]. This can be likened to the later Generation Y who are generally considered to prefer a participative approach to work. This relaxed approach has a considerable focus on achieving a manageable work-life equilibrium [44], a trait said to be shared with Gen X. Whilst Gen X are often considered to be quite clearly focused on doing things their way – seeing everybody as equal and pushing the boundaries this group too often strives for a balanced lifestyle [44].

This focus on working on personal terms is shared by millennials who are seen to like instructions but tend to favour flexibility in the way that this work gets done, such as working hours or workspace [39],[45] and, as such, are likely to be harder to tie-down to a single working environment. It is this change in working preferences that has given rise to a widespread change in the modern workspace to accommodate decentralised preferences. This search for workplace balance and personal space is a clear trend in modern generations this focus is less obvious in previous generations. Boomers consider work more important than personal or family life, often resulting in a poor balance but strong career progression opportunities [46]. It is particularly important to consider various generations in the workplace as *“differences impact...the effectiveness of reward and recognition systems”* [47]. The changing

perspectives of several different generations in **Figure 4** can be seen placed against the intrinsic and extrinsic motivators of Maslow's hierarchy pyramid.

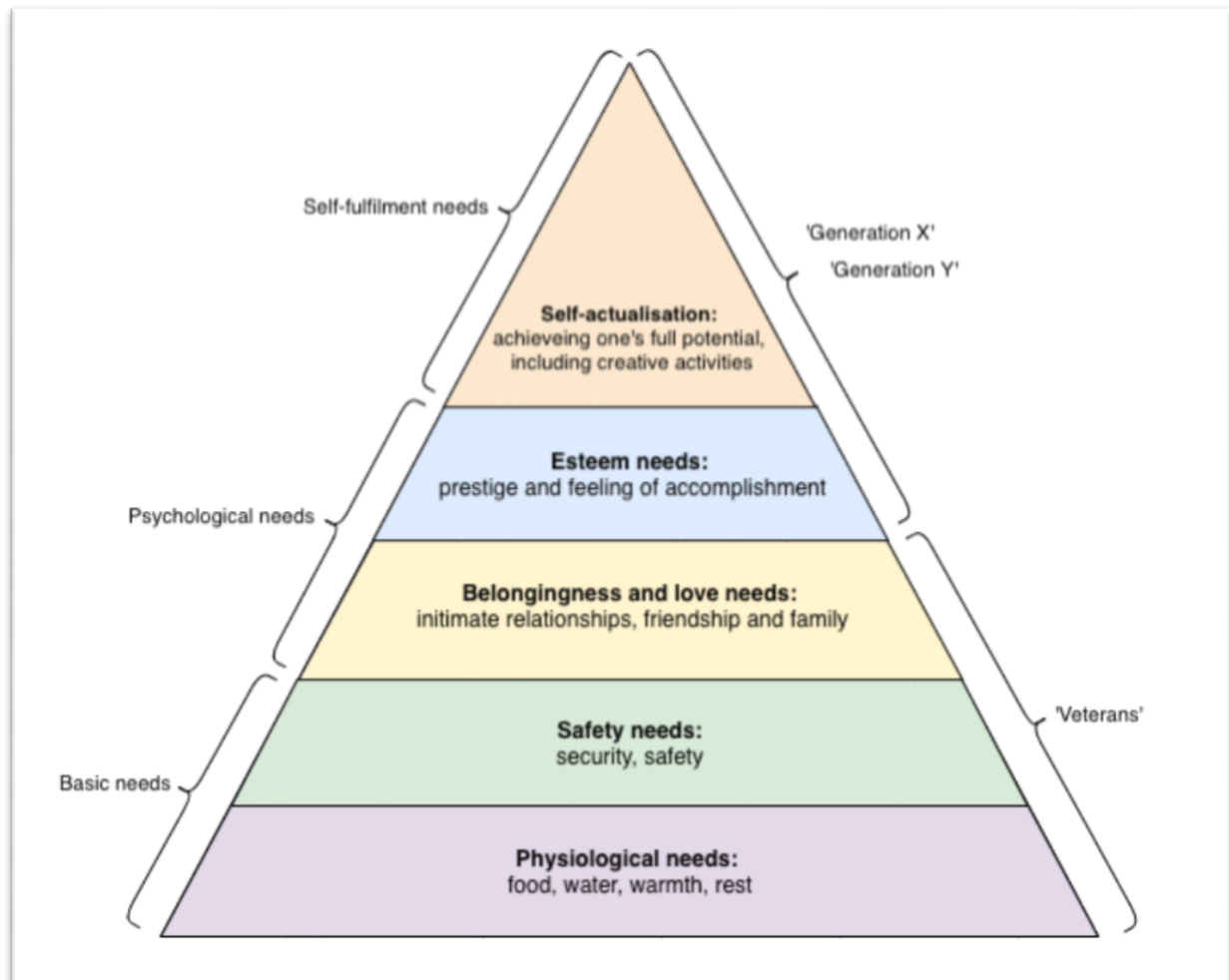


Figure 4: Maslow hierarchy of needs with 'Veterans', 'Generation X' and 'Generation Y'. With reference to Hayes [44] and Lester *et. al* [46]

C. Managing Individual and Organisational Performance

It is important when considering organisation performance that people born between generational boundaries, appreciating the overlap of characteristics, often sees a mix of characteristics, albeit typically leaning more towards one generation group [39]. It is also important to appreciate how the horizontal, more contemporary and far less traditional nature of autocratic firms is, with exceptions, highly unfashionable and considerably influences how generations inter-mix - a phenomena traditionally negated in a highly structured organisational pyramid [48]. Despite the possible conflicts in communication preferences and work-life perspectives a diverse mix of different generations is a

value asset for firms today given the *“individual values, ambitions and mind-sets”* [49] of each group, all of which help to provide a diverse perspective in both professional environments and working relationships [48]. Hayes [44] presents a series of three integral questions that organisations must critically evaluate when attempting to understand how they can get the best from a multigenerational employee base. The last question is particularly key as this process unlocks the skills learnt by the older generation so that the younger generations can tap into this pool of experience.

- Q₁ *“How do you effectively manage a workforce of diverse ages and expectations?”*
- Q₂ *“How do you plan and build a workplace that performs for all ages?”*
- Q₃ *“What are the best ways to facilitate the transfer of huge stores of accumulated business knowledge from older to younger workers?”*

VIII. IMPLEMENTING A CHANGE INITIATIVE

Strategic activities are new projects or programs designed to help an organisation move forward. The often-broad goals such as increasing performance mean that such schemes take place on a separate premise to a firm's normal processes; as such a clear end point should be identifiable. Often departmental and cross-boundary that provides benefits for organisational stakeholders and investors so as to transform the business. This agreement can most clearly be seen in a Strategy Initiative Charter (SIC) that aims to collate a range of information or topics that must be discussed further in order to take the first few *“tentative”* steps into the period of organisational change. This article can then be signed off by stakeholders as the firm *“learns its way into the program”* [50] so as to begin to understand how the business transformation will affect the firm's operational balance.

Dutton and Duncan [51] highlight the importance of strategic decision-makers in this process and their role of reacting to sometimes fluid conditions or environments. Naturally, there are often strategic issues that must be overcome; *“developments, events and trends”* [51] that could occur and potentially influence the state of an organisation's current strategy. The scope for such (often unforeseen) events to occur can be sizeable thanks to the nature of organisational change and *“continually renewing ... direction, structure and capabilities”* [52] that must take place for an organisation to remain competitive in the economic environment. The importance of strategic issues in a new change initiative is that they help to *“serve as vehicles for translating individual concerns into organisational action”* [51] and make a strategic initiative more successful.

IX. REFERENCES AND CITED WORK(S)

- [1] P. R. Bernthal, K. Colteryahn, P. Davis, J. Naughton, W. J. Rothwell, and R. Wellins, *Mapping the future: Shaping new workplace learning and performance competencies*. Alexandria, VA: ASTD Press, 2004.
- [2] D. L. Stone, D. L. Deadrick, K. M. Lukaszewski, and R. Johnson, "The influence of technology on the future of human resource management," *Hum. Resour. Manag. Rev.*, vol. 25, no. 2, pp. 216–231, 2015.
- [3] M. Armstrong and S. Taylor, *Armstrong's Handbook of Human Resource Management Practice*, 13th ed. London, UK: Kogan Page Ltd., 2014.
- [4] K. Alfes, A. D. Shantz, C. Truss, and E. C. Soane, "The link between perceived human resource management practices, engagement and employee behaviour: A moderated mediation model," *Int. J. Hum. Resour. Manag.*, vol. 24, no. 2, pp. 330–351, 2013.
- [5] T. V. Bondarouk and H. J. M. Ruël, "Electronic human resource management: Challenges in the digital era," *Int. J. Hum. Resour. Manag.*, vol. 20, no. 3, pp. 505–514, 2009.
- [6] K. S. Ball, "The use of human resource information systems: a survey.(Statistical Data Included)," *Pers. Rev.*, vol. 30, no. 5, p. 677, 2001.
- [7] S. E. Jackson, R. S. Schuler, and K. Jiang, "An Aspirational Framework for Strategic Human Resource Management," *Acad. Manag. Ann.*, vol. 8, no. 1, pp. 1–56, 2014.
- [8] anon, "Strategic HRM Environment in Human Resource Management - IIBM LMS," *IIBM Institute of Business Management*, 2015. [Online]. Available: http://www.iibmindialms.com/library/management-basic-subjects/human-resources_management/strategic-human-resource-development/strategic-hrm-environment/. [Accessed: 09-Feb-2019].
- [9] C. Sanchez-Runde, R. Whittington, and J. Quintanilla, "Human Resource Management Implications of new forms of organising," Barcelona, Spain, 2000.
- [10] J. Arneson, W. Rothwell, and J. Naughton, "Training and Developmet Competencies Redefined to Create Competitive Advantage," *Train. Dev.*, no. January, pp. 42–47, 2013.
- [11] T. N. Garavan, "A Strategic Perspective on Human Resource Development," *Adv. Dev. Hum. Resour.*, vol. 9, no. 1, pp. 11–30, 2007.
- [12] B. E. Becker, M. A. Huselid, and D. Ulrich, *The HR Scorecard: Linking people, strategy and performance*. Boston, MA: Harvard Business School Press, 2001.
- [13] D. G. Collings and G. Wood, *Human resource management: A critical approach*. Abingdon, Oxfordshire: Routledge, 2009.
- [14] D. Daryl and T. Tucker, *Irish Employment Relations in the New Economy*. Dublin, Ireland: Blackhall Publishing, 2002.
- [15] S. L. Robinson, "Trust and Breach of the Psychological Contract," *Adm. Sci. Q.*, vol. 41, no. 4, p. 574, 2006.
- [16] R. M. Kanter, *When giants learn to dance*. London: International Thomson Press, 1997.
- [17] S. E. Jackson and R. S. Schuler, "Understanding human resource managment in the ocntext of organisations and their environments," in *Annual Review of Psychology*, Palo Alto: CA: Annual Reviews, 2003, pp. 237–264.

- [18] S. E. Jackson and R. S. Schuler, *Managing human resources through strategic partnerships*, 8th ed. Cincinnati, OH: South Western, 2003.
- [19] S. A. Way and D. E. Johnson, "Theorising about the impact of strategic human resource management," *Hum. Resour. Manag. Rev.*, vol. 15, pp. 1–21, 2005.
- [20] B. Espedal, "Management development: Using internal and external resources in developing core competencies," *Hum. Resour. Dev. Rev.*, vol. 4, pp. 136–158, 2005.
- [21] J. W. Gilley and A. Maycunich-Gilley, *Strategically integrated HRD*. Cambridge, MA: Pearson Publishing, 2002.
- [22] D. Ulrich, *Human resource champions*. Boston: Harvard Business School.
- [23] B. Shuck and K. Wollard, "Employee engagement and HRD: A seminal review of the foundations," *Hum. Resour. Dev. Rev.*, vol. 9, no. 1, pp. 89–110, 2010.
- [24] C. Maslach, W. B. Schaufeli, and M. P. Leiter, "Job Burnout," *Annu. Rev. Psychol.*, vol. 52, pp. 397–422, 2001.
- [25] W. A. Kahn, "Psychological Conditions of Personal Engagement and Disengagement at Work," *Acad. Manag. J.*, vol. 33, no. 4, pp. 692–724, 1990.
- [26] J. Storey, T. M. Welbourne, P. Wright, and D. Ulrich, "Employee Engagement," in *The Wiley Blackwell Handbook of the Psychology of Positivity and Strengths-Based Approaches at Work*, no. December, 2008, pp. 317–341.
- [27] D. Sirota and D. Klein, *The enthusiastic employee: How companies profit by giving workers what they want*. Upper Saddle River, NJ: Pearson Education, Inc., 2013.
- [28] E. L. Deci and R. M. Ryan, *Intrinsic motivation and self-determination in human behaviour*. New York, NY: Plenum, 1985.
- [29] S. Osborne and M. S. Hammoud, "Effective Employee Engagement in the Workplace," *Int. J. Appl. Manag. Technol.*, vol. 16, no. 1, pp. 50–67, 2017.
- [30] Mercer Sirota, "Employee Engagement Model." [Online]. Available: <https://www.sirota.com/employee-engagement-surveys/employee-engagement-model/>. [Accessed: 08-May-2019].
- [31] J. I. C. Hansen and M. E. Leuty, "Work values across generations," *J. Career Assess.*, vol. 20, no. 1, pp. 34–52, 2012.
- [32] R. Inglehart, *The silent revolution: Changing values and political styles among western publics*. Princetown, NJ: Princetown University Press, 1977.
- [33] W. Strauss and N. Howe, *Generations: The history of america's future*. New York, NY: William Morrow, 1991.
- [34] J. M. Twenge, S. M. Campbell, B. J. Hoffman, and C. E. Lance, "Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing," *J. Manage.*, vol. 36, no. 5, pp. 1117–1142, 2010.
- [35] R. J. Dwyer, "Prepare for the impact of the multi-generational workforce!," *Transform. Gov. People, Process Policy*, vol. 3, no. 2, pp. 101–110, 2009.
- [36] W. Strauss and H. Neil, "Generation Z," p. 5, 2015.
- [37] M. Wagner, "38% of Children Under 2 Use Mobile Media, Study Says," *Entertainment*, 2013. [Online]. Available: <https://mashable.com/2013/10/28/children-under-2-mobile-media-study/?euope=true>.

[Accessed: 04-May-2019].

- [38] D. Tapscott, *Grown up Digital: How the net generation is changing your world*. New York, NY: McGraw-Hill, 2009.
- [39] C. Kapoor and N. Solomon, "Understanding and managing generational differences in the workplace," *Worldw. Hosp. Tour. Themes*, vol. 3, no. 4, pp. 308–318, 2011.
- [40] S. Shaw and D. Fairhurst, "Engaging a new generation of graduates," *Educ. Train.*, vol. 50, no. 5, pp. 366–378, 2008.
- [41] A. Glass, "Understanding generational differences for competitive success," *Ind. Commer. Train.*, vol. 39, no. 2, pp. 98–103, 2007.
- [42] M. Prensky, "Digital Natives, Digital Immigrants," *Horiz.*, vol. 9, no. 5, pp. 102–116, 2001.
- [43] K. Becker, J. Fleming, and W. Keijsers, "E-learning: Ageing workforce versus technology-savvy generation," *Educ. Train.*, vol. 54, no. 5, pp. 385–400, 2012.
- [44] B. Hayes, "The impact of generational differences on the workplace," *J. Corp. Real Estate*, vol. 13, no. 2, pp. 98–108, 2011.
- [45] T. H. Reisenwitz and R. Iyer, "Differences in Generation X and Generation Y: Implications for the organization and marketers," *Mark. Manag. J.*, vol. 19, no. 2, pp. 91–103, 2009.
- [46] S. W. Lester, R. L. Standifer, N. J. Schultz, and J. M. Windsor, "Actual Versus Perceived Generational Differences at Work," *J. Leadersh. Organ. Stud.*, vol. 19, no. 3, pp. 341–354, 2012.
- [47] K. Haeberle, J. Herzberg, and T. Hobbs, "Leading the multigenerational workforce," *Healthc. Exec.*, pp. 62–67, 2009.
- [48] R. Zembe, C. Raines, and B. Filipczak, *Generations at Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in Your Workplace*, 1st ed. New York, NY: AMACOM, 2000.
- [49] P. M. Arsenault, "Validating Generational Differences," *Leadersh. Organ. Dev. J.*, vol. 25, no. 2, pp. 124–141, 2004.
- [50] G. Githens, "Advice for Strategic Initiative Charters," *Leading Strategy Initiatives*, 2012. [Online]. Available: <https://leadingstrategicinitiatives.com/2012/01/12/advice-for-strategic-initiative-charters/>. [Accessed: 14-Apr-2019].
- [51] J. E. Dutton and R. B. Duncan, "The Influence of the Strategic Planning Process on Strategic Change," *Strateg. Manag. J.*, vol. 8, no. 2, pp. 103–116, 1987.
- [52] R. Todnem, "Organisational Change Management: A Critical Review," *J. Chang. Manag.*, vol. 5, no. 4, pp. 369–380, 2005.
- [53] B. Kane and I. Palmer, "Strategic HRM or managing the employment relationship?," *Int. J. Manpow.*, vol. 16, no. 5–6, pp. 6–21, 1995.
- [54] B. L. Rich, J. A. Lepine, and E. R. Crawford, "Job engagement: Antecedents and effects on job performance," *Acad. Manag. J.*, vol. 53, no. 3, pp. 617–635, 2010.
- [55] R. P. Settoon *et al.*, "Social exchange in organizations: Perceived organizational support, leader–member exchange, and employee reciprocity. Journal of applied psychology," *J. Appl. Psychol.*, vol. 81, no. 3, pp. 219–227, 1996.