

**ROLE OF HUMAN RESOURCE MANAGERS IN INTEGRATION OF  
MULTIGENERATIONAL WORKFORCE IN THE DEPARTMENT OF  
LANDS, COUNTY GOVERNMENT OF NAKURU, KENYA**

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## DECLARATION AND APPROVAL

This research project is my original work and has not been presented for a degree in any other University

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## **DEDICATION**

The research project is dedicated to all my family members. Your patience, understanding and continuous support throughout my study period is kindly appreciated.

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First and foremost, I wish to thank God for His abundant love, care, inspiration and encouragement throughout my study. Secondly, I profoundly acknowledge and thank my research supervisor Dr. Kwasira for his guidance and encouragement towards my academic achievements and all the lecturers who have tutored me during my studies. I also appreciate my classmates and the entire Nakuru CBD campus staff for their support. Thank you all and may God bless you abundantly.

## ABSTRACT

Studies on generational differences have garnered increasing interest among organizations, practitioners and researchers in recent years. There are many reasons for this keen interest, including the need to manage people from several different generations, to better adapt the workplace to a multigenerational workforce, to attract and retain new talent, and to identify the working conditions that will lead to positive attitudes and behaviors among younger workers. The different staff from different generation can be made to work together in harmony for the benefit of the overall organization in terms of goal achievement if human resource managers adopt specific strategies that enhance integration of multigenerational workforce. The purpose of this study therefore was to establish the role of human resource managers in the integration of multigenerational workforce. The study used three theories, namely social exchange theory, social identity theory and theory of work adjustment. The main variables under study were mentoring programs, teambuilding, succession planning and career development. The study employed a descriptive design using both quantitative and qualitative approaches. The target population was all 66 employees of the department of lands in the County Government of Nakuru, Kenya. The study used questionnaires to collect primary data. The data collection instrument was pre-tested to ensure validity and reliability. The Statistical Package for Social Sciences was used to analyze the data and the results obtained were presented using tables. For purposes of analyzing the strength and relationship of the variables, a regression analysis was carried out. The  $R^2$  value of 0.6921 implies that 69.2% of the variations in integration of multigenerational workforce can be explained by the variations in independent variables. It was concluded that both mentoring programs and career development had the most influence while succession planning had the least influence on integration of multigenerational workforce. The findings of the study will thus be useful in enhancing integrating existing workforce into teams and hence improved service delivery in the department.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ANOVA</b>	:	Analysis of Variance
<b>HRM</b>	:	Human Resource Management
<b>ICT</b>	:	Information Computer Technology
<b>IHRM</b>	:	Institute of Human Resource Management
<b>KENGEN</b>	:	Kenya Electricity Generation Company
<b>LRTU</b>	:	Land Reform Transformation Unit
<b>MDGs</b>	:	Millennium Development Goals
<b>SET</b>	:	Social Exchange Theory
<b>SIT</b>	:	Social Identity Theory
<b>SPSS</b>	:	Statistical Package for Social Science
<b>TWA</b>	:	Theory of Work Adjustment
<b>US</b>	:	United States

## DEFINITION OF TERMS

- Career Development:** Is a very systematic and comprehensive process of targeting career development and implementation of strategies, self assessment and analysis of opportunities and evaluate the results (Manolescu, 2003),
- Integration:** Is the process and practice of blending new hires into the organization or the process of integrating newly promoted managers into their new role (Fajana, 2002).
- Mentoring Programs:** Typically involves an older, more experienced individual giving guidance and advice to a younger, less experienced individual (Thompson, 2011)
- Multigenerational Workforce:** Refers to the composition of the entire workforce in any organization that keeps changing and which has workers from various consecutive generations (Saba, 2013).
- Succession Planning:** Is perpetuating the enterprise by filling the organization with highly productive people to assure that every leadership level has an abundance of these performers to draw from, both now and in the future (Warne, 2005).
- Teambuilding:** Is an integration of resources and inputs working in harmony to achieve organizational goals, where roles are prescribed for every organization member, challenges are equally faced and incremental improvements are sought continually (Fajana, 2002).

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the Study**

Over the past sixty years, there have been three generations at workplace that is , the Baby Boomer Generation, Generation X, and most currently Generation Y also known as millennials. As these various generations work side-by-side in the workplace, organizational behavior has changed to adapt to each generation. Managers are dealing with a generation that has a unique work ethic when compared to other more experienced colleagues. It becomes imperative to learn as much about the different generations at workplace as possible (Gursoy et al., 2008).

Researchers believe that when individuals from the same generation share similar historical, economic, and social experiences, they may also have similar work values, attitudes, and behaviors (Smola & Sutton, 2002). According to Gursoy et al. (2008), members of generations who come of age in lean times or war years tend to think and act differently than those born in peace and abundance. Therefore, the significant life experiences of individuals belonging to each generational group tend to shape their unique characteristics, aspirations, and expectations (Cennamo & Gardner, 2008).

Every generation of individuals expects others to know their needs and to respect them for who they are. They would be disappointed and upset when they perceive (what they get) their expectations are not met. Inter-generational employee tensions and conflicts could be avoided if management is sensitive to the needs of the different groups and empathize with the way they think and work (Hill & Stephens, 2003). They should stop one generational group of employees from complaining and blaming individuals from another group whenever they fail to achieve their goals and aspirations. Senior employees (in age) should not persist in asking, “What is wrong with the younger generation?” and the younger employees should not endlessly criticize about the seemingly rigid and archaic management and leadership styles of their older colleagues.

Ideally, to create trust and harmony between employees from different generations, they should avoid from making the “us” versus “them” type of comments and insinuations (Yang & Guy, 2006). Thus, this study strives to learn more about the role of HR manager in the management of multi-generational workforce with the aim of ensuring integration at workplace. Baby boomers are starting to retire and as a result more millennials are being hired throughout the nation. As such, the differences among the generations in the workforce can create some problems for managers who are responsible for making sure that tasks are being completed. As a matter of fact, differences “create problems among team members that ultimately result in reduced effectiveness” (Colquitt et al., 2011).

### **1.1.1 Human Resource Managers and Integration of Multigenerational Workforce**

According to Saba (2013), the study of generational differences has garnered increasing interest among organizations, practitioners and researchers in recent years. There are many reasons for this keen interest, including the need to manage people from several different generations, to better adapt the workplace to a multigenerational workforce, to attract and retain new talent, and to identify the working conditions that will lead to positive attitudes and behaviors among younger workers. The different staff from different generation can be made to work together in harmony for the benefit of the overall organization in terms of goal achievement. It is the role of HR manager to ensure this integration. Researchers have identified a number of strategies that can be employed by HR manager to ensure multi-generational staff integration.

Similarly, Hatfield (2002) presents what she terms “the differences of the four generations” and outlines how this gap can be bridged. Firstly, an organization can bridge this gap through team building. Management could also create cross-generational teams to enable generation Y employees to collaborate rather than compete with their peers and seniors. Such intergenerational collaboration and interactional opportunities between employees would create a more cohesive work environment. Employees of all ages would be able to learn from one another and to respect the views of others. Secondly, organizations can use mentoring as a means of bridging this gap.

Mentoring is a way of guiding a staff member through a more personal, long-term relationship (Granger, 2006). Typically the mentor helps to 'open doors' for the individual, to assist in gaining entry into places and experiences they may not have access to on their own (Mills, 2008). Generation X employees prefer opportunities to demonstrate their own expertise. Millennial employees expect more coaching and mentoring than any other generation in the workforce (Manion, 2009). Related to mentoring is coaching. Coaching is a way to help people make the best use of their own resources. It is a way to bring out the best of people's capabilities (Sherman, 2006).

Coaching typically takes place on a one-to-one basis, where the HR manager as coach helps a staff member realize a vision or achieve specific goals. Coaching is best suited to veteran nurses who prefer a traditional; seniority based one-on-one coaching style and formal instructions on how to improve their performance. Boomer nurses enjoy collegiality and participation and prefer being coached in peer-to-peer situations (Hahn, 2009).

Other strategies that contemporary organizations can use in bridging this gap is through career management, enhanced performance appraisal schemes and well managed succession planning. Since workers from different generations have always worked together, it would also be prudent to understand why it appears to be raising challenges for human resource management. First, the different generations are said to have different values and expectations regarding work which are not easily compatible. Second, people from different generations are working together for longer periods now than they did in the past. Workers are less likely to follow the clear cut studies-work-retirement path that was formerly standard (Gursoy et al., 2008).

People leave their jobs, upgrade their skills, look for new jobs, change careers, retire and then, increasingly, re-enter the labour market. Third and lastly, the difficulties stemming from this situation are brought about by discrepancies in the management practices of companies themselves. Stable, high-quality jobs are becoming scarce. Employees are no longer accumulating the funds needed to ensure financial security during retirement and find themselves having to work longer. Those who have invested in enhancing their skills and who have had unstable careers are staying in the

workforce longer or taking advantage of bridge employment opportunities which delay their exit from the labour market (Saba, 2013).

### **1.1.2 Multigenerational Workforce**

According to Tubey et al., (2015), the entry of generation Y employees into the labor market has added to the growing complexity of the Kenyan and global workforce. This complexity is reflected in their values, beliefs, ethical considerations, cultural, ethnic and religious affiliation, gender and sexuality among other diversities. Interpreted differently, these diversities have implications on recruitment and selection procedures, job design, reward mechanisms, motivational programs, productivity and overall performance of organizations. Their study noted that the generational composition of the workforce is changing rapidly.

Today, the workforce includes traditionalists, Baby Boomers, Generation X and Generation Y employees. While the Baby Boomers are beginning to retire and Generation X is moving into senior management positions, the proportion of Generation Y in the workforce is increasing rapidly (Thompson, 2011). The entry of generation Y employees into the labour market has added to the growing complexity of the Kenyan and global workforce. This complexity is reflected in their values, beliefs, ethical considerations, cultural, ethnic and religious affiliation, gender and sexuality among other diversities.

Interpreted differently, these diversities have implications on recruitment and selection procedures, job design, reward mechanisms, motivational programs, productivity and overall performance of organizations. Faced with this new paradigm shift, organizations have to continuously adapt to the 'new normal' in order to attain sustainable competitive advantage. This will be achieved by effectively managing Generation Y employees who have been described as confident, independent, goal-oriented, optimistic, adaptable to change, desiring a more balanced life and highly educated (Jenkins, 2007).

According to Meier & Crocker (2010), Generation Y employees were born into technology and often know more about the digital world than their teachers and parents. The generation Y employees present a challenge to managers who must train and motivate them so that their strengths become a benefit to their organizations. To

be successful in the future, it will be important for companies and managers to understand these new employees.

In emphasizing this point, Tulgan & Martin (2001) noted that organizations that cannot or would not customize training, career paths, incentives and work responsibilities to generation Y employees need a wake-up call. This is the new reality for the business world. Whereas many of the characteristics of the generation Y employees are significantly different from previous generations, there is little research on employment expectations of the generation Y employees more so in the context of Africa. This study attempts to map out the influence of HR managers in the integration of multigenerational workforce at the departments of lands in Kenya.

#### **1.1.4 County Government of Nakuru**

Nakuru County is located in the former Rift Valley Province of Kenya, about 90km from Nairobi. Nakuru is an agriculturally-rich county blessed with various tourist attractions such as craters and lakes. It's made up of 11 sub-counties namely; Naivasha, Nakuru Town West, Nakuru Town East, Gilgil, Bahati, Subukia, Rongai, Molo, Njoro, Kuresoi North and Kuresoi South sub-counties. Nakuru County borders seven counties; Laikipia to the north east, Kericho to the west, Narok to the south west, Kajiado to the south, Baringo to the north, Nyandarua to the east and Bomet to the west. It covers an area of 7496.5 square kilometers. Nakuru County is home to 1,603,325 people (male – 50.2% and female – 49.8%), according to the 2009 National Census. It is a cosmopolitan county, with its population originating from all the major tribes of Kenya. The county has a workforce of about 7,000 employees.

The Department of Lands is charged with the responsibility of ensuring efficient administration and sustainable management of the land resource in the country. The department falls under the Ministry of Land, Housing and Urban Development which was established in May 2014, through Executive Order No. 2/2014, in accordance with Constitution of Kenya, 2010. Its mandate is to formulate and implement land policy, undertake physical planning, register land transactions, undertake land surveys and mapping, land adjudication and settlement, land valuation and administration of public and community land.



It comprises five departments, namely Administration and Planning, Physical Planning, Land Adjudication and Settlement, Surveys and Lands. The department coordinates activities of the four technical departments by providing services like, transport, procurement, accounts, human resource management among others. The Divisions and Units under this Department include; Human Resource Management, Information and Communication Technology, Finance, Accounts, Public Communications, Supply Chain Management Unit, General Administration, human Resource Development, Land Reform Transformation Unit, Audit, Central Planning and Project Monitoring Unit.

The department has two divisions namely; Land Adjudication and Settlement. Settlement division is responsible for the acquisition, planning, demarcation, survey and allocation of economically viable agricultural settlement land to landless, poor and unemployed Kenyans on loan basis while Adjudication division is responsible for ascertaining rights and interests on land in trust land areas and transformation of ownership from customary tenure to individual/group ownership through demarcation, survey and registration. Other activities undertaken by the department include management of group ranches, arbitration of land disputes, purchase of land for settlement of landless Kenyans, survey and demarcation of settlement scheme plots, incorporation of group representatives, hearing and determination of land disputes, issuance of letters of offer and legal documents, issuance of discharges and transfer documents. This unit of study is of great significance to the study because Kenyan people have had a negative perception about the people who work in the department for a number of reasons.

## **1.2 Statement of the Problem**

According to the Public Service Commission's report 2014/2015 on diversity management in the Kenyan public service, evaluation of diversity was done on the basis of institutional policies that promote diversity at the workplace, representation by age across job groups, gender across job groups, representation of persons with disability across job cadres and representation of people with disability. Further, the constitution provides for 30% of any recruitment should be from outside the county. Of the total number of 184,519 employees reported in this evaluation, 36 percent were women while 64 percent were male. Furthermore, the report notes that 32% of the

public service employees are aged 50 years and above and 1% of the public service were aged 18-24 years. The report further indicates that only 27% of most government departments have documented succession management plans in the year under review. The issue of multigenerational workforce comes along with its own challenges in terms of succession planning, employee retention, handling of disciplinary cases, rewarding employees and designing models for promotion. Among the strategies the Kenyan government is implementing to reduce disparity in workforce diversity is creating certain favorable terms for the youth, women and less privileged for tendering of government projects. However, lack of technical capacity has hindered them from effectively utilizing this facility. It therefore follows that HR managers have a demanding role in integrating staff from different generations to ensure peaceful coexistence and achievement of overall organizational goals. This study therefore intended to bridge this gap by attempting to establish the role of HR managers in the integration of multigenerational workforce.

### **1.3 Objectives of the Study**

In any research, objectives are important in that they clearly bind a research not only in terms of process and outcome but also on the scope of the study. The study was guided broadly by two objectives.

#### **1.3.1 General Objective**

The general objective of the study was to establish the role of HR managers in the integration of multigenerational workforce in the department of Lands, Kenya.

#### **1.3.2 Specific Objectives**

The study was guided by the following objectives:

- i. To determine the influence of mentoring programs on integration of multigenerational workforce in the department of lands, County Government of Nakuru, Kenya.

- ii. To establish the influence of teambuilding on integration of multigenerational workforce in the department of lands, County Government of Nakuru, Kenya.
- iii. To assess the influence of succession planning on integration of multigenerational workforce in the department of lands, County Government of Nakuru, Kenya.
- iv. To examine the influence of career development on integration of multigenerational workforce in the department of lands, County Government of Nakuru, Kenya.

#### **1.4 Hypotheses of the Study**

The study attempted to test the following hypotheses:

- i. **H<sub>01</sub>:** Mentoring programs has no significant influence on integration of multigenerational workforce in the department of lands in the County Government of Nakuru, Kenya.
- ii. **H<sub>02</sub>:** Teambuilding has no significant influence on integration of multigenerational workforce in the department of lands in the County Government of Nakuru, Kenya.
- iii. **H<sub>03</sub>:** Succession planning has no significant influence on integration of multigenerational workforce in the department of lands in the County Government of Nakuru, Kenya.
- iv. **H<sub>04</sub>:** Career development has no significant influence on integration of multigenerational workforce in the department of lands in the County Government of Nakuru, Kenya.

#### **1.5 Significance of the Study**

This study will be beneficial to a number of stakeholders. Firstly, given the mix of employees from different generational periods in the public service of Kenya and department of lands in particular, the current study is necessary and timely as it will benefit firsthand from the insights derived from the research concerning integration of multigenerational workforce. Secondly, the study will be useful to HR managers in

Public service of Kenya and in the departments of lands in particular by offering an insight on how to improve the integration of staff from different generation backgrounds by enabling the identify ways of improving the integration and encouraging peaceful work environment with sole aim of achieving organizational goals of the ministry. Thirdly, employers generally might find this research important for appreciating diversity and how they can harness the benefits of a multigenerational workforce to enhance workplace productivity. Finally, this study will be important to academia as it will provide empirical evidence on the effect of a multigenerational workforce on employee productivity which can be used to extend knowledge in the area of workplace diversity.

### **1.6 Scope of the Study**

The study was limited geographically to the Department of Lands offices in the County Government of Nakuru, Kenya who had a combined staff population of 66 employees. Furthermore, the study was limited to four human resource variables namely: mentoring, teambuilding, succession planning and career planning. The study was carried out between April 2016 and September 2016 with a budget of Kenyan shillings 120,000.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature on the role of human resource managers in the integration of multigenerational workforce. The chapter initially focuses on the theoretical framework of the study, it then reviews empirical literature based on the objectives of the study, it then presents the hypothesized conceptual framework, summary of reviewed literature, a critique of existing literature and finally presents identified research gaps.

#### **2.2 Theoretical Review**

The role of human resource managers in the integration of multigenerational workforce can be viewed from the perspectives of a number of theories relevant to the study. For the purpose of the study we reviewed a number of these theories as applied by various researchers globally including the Social Exchange Theory, Theory of Work Adjustment and Social Identity Theory. The theories are further critiqued on the basis of empirical evidence found in literature on the integration of multigenerational workforce.

##### **2.2.1 Social Exchange Theory**

Social exchange theory (SET) is among the most influential conceptual paradigms for understanding workplace behavior. Although different views of social exchange have emerged, theorists agree that social exchange involves a series of interactions that generate obligations (Cropanzano & Mitchell, 2005). Within SET, these interactions are usually seen as interdependent and contingent on the actions of another person. SET also emphasizes that these interdependent transactions have the potential to generate high-quality relationships, although as we shall see this only will occur under certain circumstances.

SET's explanatory value has been felt in such diverse areas as social power, networks, board independence, organizational justice, psychological contracts and leadership among others (Konovsky, 2000). However, recent reviews have emphasized problems facing the theory. For example, Coyle-Shapiro and Conway (2004) discussed

theoretical ambiguities and empirical needs, whereas Cropanzano et al., (2001) lamented frequent misunderstandings of the general SET model. According to Cropanzano & Mitchell (2005), one of the basic tenets of SET is that relationships evolve over time into trusting, loyal, and mutual commitments. To do so, parties must abide by certain “rules” of exchange. Rules of exchange form a “normative definition of the situation that forms among or is adopted by the participants in an exchange relation”.

In this way, rules and norms of exchange are “the guidelines” of exchange processes. Thus, the use of SET in models of organizational behavior is framed on the basis of the exchange rule or principle the researcher relies on. Most of management research focuses on expectations of reciprocity; however, a number of other exchange rules have been outlined in SET. Within contemporary management research, the aspect of SET that has garnered by far the most research attention has been the notion of workplace relationships (Shore et al., 2004). This model of SET stipulates that certain workplace antecedents lead to interpersonal connections, referred to as social exchange relationships. Social exchange relationships evolve when employers “take care of employees,” which thereby engenders beneficial consequences.

Generally speaking, when researchers discuss relationships, they are referring to an association between two interacting partners whether individuals or institutions. As reviewed earlier, management research has extensively examined different forms of interpersonal exchange. Of special interest to social exchange theorists are differences in the parties involved in the relationships. The general presumption is that workers can form distinguishable social exchange relationships, however operationalized, with their immediate supervisor, coworkers, employing organizations, customers and suppliers (Flynn, 2003). These distinct relationships have implications for behavior. Specifically, because individuals return the benefits they receive, they are likely to match goodwill and helpfulness toward the party with whom they have a social exchange relationship. SET can thus be used to understand integration of multigenerational workforce in contemporary organizations. Because SET theory addresses workplace interactions that are usually seen as interdependent and contingent on the actions of another person, it can be used to explain the various interactions between sets of generations at the workplace. The present study therefore

used the social exchange approach in explaining the integration of multigenerational workforce in County Government of Nakuru, Kenya.

### **2.2.2 Theory of Work Adjustment**

The Theory of Work Adjustment (TWA) is a class of theory in career development that is anchored on the individual difference tradition of vocational behavior (Dawis, 1992) called person environment correspondence theory, viewing career choice and development as continual processes of adjustment and accommodation in which: the person looks for work organizations and environments that would match his/her “requirements” in terms of needs, and environment in turn looks for individuals who have the capabilities to meeting the “requirements” of the organization.

The term satisfaction is used to indicate the degree that the person is satisfied with environment and satisfactoriness is used to denote the degree that environment is satisfied with a person. To the person, the most central requirements to meet from environment are his/her needs (or reinforcers), which could be further dissected into categories of psychological and physical needs that are termed values. To environments, however, the most central requirements are abilities, which are operationalized as dimensions of skills that the person possesses that are considered necessary in a given environment. Overall, the degree of the person’s satisfaction and environment’s satisfactoriness would jointly predict the person’s tenure in that work environment (Dawis, 2005).

Recent formulations of TWA speculated on the effects of diverse adjustment styles that could be used to explain how people and environments continuously achieve and maintain their correspondence (Dawis, 2005). Four adjustment style variables are identified, which are flexibility, activeness, reactivity, and perseverance. A major strength of TWA is that a battery of measures has been developed to measure the various variables associated with the theory, including measures on satisfaction, needs and values, skills and abilities, satisfactoriness, and indexes of correspondence (Dawis, 2005).

A large number of research studies have been conducted in the last few decades to examine the propositions derived from TWA, especially on the linkage between needs/abilities and satisfaction/satisfactoriness, and between work adjustment and tenure (Dawis, 2005). International studies examining the TWA propositions yielded mostly mixed results. In a study by Tziner et al., Israeli military officers were administered measures of personality, general ability, and vocational interest. Overall, it was found that extroverted personality style and congruence were related to a higher level of performance ratings, which was consistent with TWA predictions. Contrary to expectation, general ability was not found to be a significant predictor of performance.

According to Dawis (2005), an important direction for future research on TWA is the role of the adjustment styles in moderating work adjustment (Dawis, 2005). Taken as a whole, TWA seeks to explain career development and satisfaction in terms of person-environment correspondence, and it offers career guidance professionals a template to locate entry points to assist individuals with career choice and adjustment concerns. Meanwhile, the TWA propositions are testable in cross-cultural settings, even though many of the instruments developed to operationalize the TWA variables were developed in the USA and should be validated in other cultures before being used.

Considering that the generational composition of the workforce in Kenya is changing rapidly, there is growing complexity in the HR management of the Kenyan workforce. This complexity is reflected in their values, beliefs, ethical considerations, cultural, ethnic and religious affiliation, gender and sexuality among other diversities. Interpreted differently, these diversities have implications on recruitment and selection procedures, job design, reward mechanisms, motivational programs, productivity and overall performance of organizations. It would thus be prudent to look at these interactions from the TWA and evaluate its implications to a multigenerational workforce.

### **2.2.3 Social Identity Theory**

According to McLeod (2008), social identity is a person's sense of who they are based on their group membership(s). The theory proposed that the groups which



people belonged to were an important source of pride and self-esteem. Groups give us a sense of social identity: a sense of belonging to the social world. In order to increase our self-image we enhance the status of the group to which we belong. Therefore, we divided the world into “them” and “us” based through a process of social categorization. This is known as in-group (us) and out-group (them).

Social Identity Theory (SIT) states that the in-group will discriminate against the out-group to enhance their self-image. The central hypothesis of SIT is that group members of an in-group will seek to find negative aspects of an out-group, thus enhancing their self-image. The theory proposed that there are three mental processes involved in evaluating others as “us” or “them”. The first is **categorization** and SIT notes that we categorize objects in order to understand them and identify them. In a very similar way we categorize people (including ourselves) in order to understand the social environment. If we can assign people to a category then that tells us things about those people, similarly, we find out things about ourselves by knowing what categories we belong to.

Appropriate behavior is described as reference to the norms of groups we belong to, but you can only do this if you can tell who belongs to your group. In the second stage, **social identification**, we adopt the identity of the group we have categorized ourselves as belonging to. There will be an emotional significance to your identification with a group, and your self-esteem will become bound up with group membership (Mcleod, 2008).

The final stage is **social comparison**. Once we have categorized ourselves as part of a group and have identified with that group we then tend to compare that group with other groups. If our self-esteem is to be maintained our group needs to compare favorably with other groups. This is critical to understanding prejudice, because once two groups identify themselves as rivals, they are forced to compete in order for the members to maintain their self-esteem. Competition and hostility between groups is thus not only a matter of competing for resources like jobs but also the result of competing identities (Mcleod, 2008).

In SIT, a person has not one, “personal self”, but rather several selves that correspond to widening circles of group membership. Different social contexts may trigger an

individual to think, feel and act on basis of his personal, family or national “level of self”. Apart from the “level of self”, an individual has multiple “social identities”. Social identity is the individual’s self-concept derived from perceived membership of social groups (Hogg & Vaughan, 2002). In other words, it is an individual-based perception of what defines the “us” associated with any internalized group membership.

Social identity theory asserts that group membership creates in-group/ self-categorization and enhancement in ways that favor the in-group at the expense of the out-group. After being categorized of a group membership, individuals seek to achieve positive self-esteem by positively differentiating their in-group from a comparison out-group on some valued dimension. This quest for positive distinctiveness means that people’s sense of who they are is defined in terms of a human resource standpoint to be a view shared among varied generations in the workforce today. The theory is thus relevant as it provides an understanding of how various generational groups related at the workplace especially in the newly formed county governments.

### **2.3 Empirical Review**

In attempting to understand the role of human resource managers in the integration of multigenerational workforce, empirical review is presented from a standpoint of human resource development. Human resource development is a process by which employees are continuously helped in a planned way to acquire capabilities required to perform various tasks or functions associated with their present or future expected roles (Laksmi, 2005). Various ways in which organizations attempt to develop their human resource include training, career development, teambuilding, performance appraisals, mentoring, and succession management. For the purpose of this study, empirical review was presented in line with the objectives of the study.

#### **2.3.1 Mentoring Programs and Integration of Multigenerational Workforce**

Mentoring typically involves an older, more experienced individual giving guidance and advice to a younger, less experienced individual, while reverse mentoring is more of a two-way street where both individuals mentor each other (Thompson, 2011). It includes creating the relationship, emotional safety and the cultural norms needed for

risk taking for the sake of learning, and the desired result of accelerated professional growth (Welsh, 2004). Smartt (2008) identify two traditional forms of mentoring: formal and informal mentoring.

Formal mentoring programs are usually put in place by organizations that recognize the benefits of such programs for the transfer of knowledge and increases productivity that they can generate. In this situation, mentors are assigned to new or high potential protégés in arrangements where the relationships are tracked by HR and senior management personnel to measure their effectiveness. They noted that informal mentoring takes place naturally and spontaneously, without organizational guidance and involvement, when more senior individuals take more junior individuals under their guidance to protect and nurture the protégés toward success (Smartt, 2008).

According to Clutterbuck and Hussain (2010), the business value of mentoring can expand to the point where mentoring becomes a core delivery model for the talent management and personnel development processes of companies, organizations, government entities and the like. The authors recommend that organizations seeking to impact retention and productivity should encourage mentoring participants to invest one to two hours per month in preparation and meeting time.

Similarly, Passmore et al., (2012) note that the claims of enhanced employee efficiency, productivity and creativity resulting from mentoring processes represent the most popularly cited organizational benefits. They recognize mentoring of new hires as an important contributor to employee productivity and satisfaction. For example, Welsh (2004) cited a survey of US companies with formal mentoring programs which established that 77 percent of companies indicated that mentoring improved both retention and performance of employees.

According to Sujansky and Ferri-Reed (2009), generation Y employees are hungry for mentoring and coaching. Wallace et al., (2011) claim that mentoring can have tremendous impact on intergenerational communication by providing a bridge between generations, and more so, it is what both Generation X employees and generation Y employees want from their work environment. However, Braveman and Page (2011) reported a survey of 1,400 US employed adults on older workers which revealed the divergent perceptions held by older and younger workers. The report

found that while 75 percent of older workers say they relate well to their younger colleagues, only 54 percent of the younger workers reciprocate these attitudes. The report noted that generally, lower number of younger workers than older workers said that their company values older workers or, sought the advice of older workers.

A study cited by Rowe (2010) that surveyed more than 3000 employees and employers found that an automatic transfer of knowledge from retiring workers to younger generations is unlikely to happen; most workers see co-workers of different generations through stereotypes; each generation believes that its strengths are unique and don't necessarily enhance those of other generations, and generations are not currently teaching or learning from each other.

Locally, various studies have investigated workforce diversity with varying outcomes such as those of Wambui et al., (2014) and Odera (2013). Similarly, Mwangi (2014) investigated effect of multi-generational workforce on employee productivity. The findings showed that 59.8% of the respondents agreed that the company offered regular training opportunities for all its' staff and that the training programs offered by the company were sensitive to their needs and preferences as individuals. In terms of reward management practices, 58.6% of the respondents agreed that they were fairly remunerated for the job they were employed to perform at the company and 59.5% were satisfied with the work arrangement in the company that provided them with a good work-life balance. In addition, 70.5% of the respondents agreed that they felt a sense of job security while working with the company.

The findings on employee relations practices showed that 56.8% of the respondents agreed that they were always informed before decisions that affect me at the company are made. Similarly, 59.5% of the respondents agreed that their boss always made them feel appreciated and valued and that they were allowed space and autonomy to do their work without being micromanaged. It is thus clear that more research needs to be done to understand the role of HR managers in the integration of multigenerational workforce.

### **2.3.2 Teambuilding and Integration of Multigenerational Workforce**

Teambuilding involves the process of enabling the group of people to reach their goals. It consists of steps like clarification of team goals; identification of hindrances

to goal achievements; facing the identified challenges and enabling the achievement of the goals. Fajana (2002) asserts that teamwork is an integration of resources and inputs working in harmony to achieve organizational goals, where roles are prescribed for every organization member, challenges are equally faced and incremental improvements are sought continually.

One of the key aims of the team building is to change the behaviors and attitudes prevalent in the organization, which are almost independent of who actually works there. Teambuilding is an important topic in the current business climate as organizations are looking to team-based structures to stimulate further improvements to their productivity, profitability and service quality. Managers and organization members universally explore ways to improve business results and profitability. Many view team-based, horizontal, structures as the best design for involving all employees in creating business success. Team-based improvement efforts strive to improve results for customers (Diana, 2006).

Teanbuilding involves a wide variety of activities, presented to organizations and aimed at improving team performance (La Fasto & Larson, 2001). It is a philosophy of job design that sees employees as members of interdependent teams rather than as individual workers. It is an important factor in any work environment and its focus is to specialize in bringing out the best in a team to ensure self development, positive communication, leadership skills and the ability to work closely together as a team to solve problems.

According to Fajana (2002), the use of teams has spread rapidly arising from the belief that the development of strong and effective production and managerial teams will lead to the potential for higher performance and increased job satisfaction. There are synergies to be gained from greater levels of involvement in the workforce. The team builder leads the team towards cohesiveness and productivity. In a team-oriented environment, individuals contribute to the overall success of the organization. They work with other members of the organization of diverse generations to produce these results.

Management could also create cross-generational teams to enable employees to collaborate rather than compete with their peers and seniors. Such intergenerational

collaboration and interactional opportunities between employees would create a more cohesive work environment. Employees of all ages would be able to learn from one another and to respect the views of others. Buerhaus et al. (2007) and Shaufeli et al. (2009) report that lack of peer cohesion and poor working relationships account as a factor in employee burnout. Wieck et al., (2010) assert that disrespectful behaviours are menacing in their work environment between older and younger generation employees.

### **2.3.3 Succession Planning and Integration of Multigenerational Workforce**

The study of succession often has focused on the event itself, defined by whether or not a successor has been appointed (Eischer et al., 1993). Difficulty in instituting a structured succession planning process has been attributed to such factors as the reticence of entrepreneurs and founders to accept their own mortality; reluctance to let go of power; an unwillingness to appear to play favorites among children by choosing one child, among several, to succeed; or to generational envy (Applegate, 1994). Plans for succession usually include an identifiable set of elements, all of which are antecedent to the actual succession event.

Some of the elements that would most typically be included in such a planning process are: the identification of the pool of potential successors; the actual designation of the successor; the notification of the successor-designate and other major power figures of the designation by the predecessor or by appropriate higher authority. These elements provide a useful framework for understanding the tasks required for a suitably comprehensive succession planning process (Warne, 2005).

Succession management can be seen as perpetuating the enterprise by filling the organization with highly productive people to assure that every leadership level has an abundance of these performers to draw from, both now and in the future (Warne, 2005). Different models have been used to manage succession in a multigenerational workforce. The most popular is the leadership pipeline model (Warne, 2005). The Leadership Pipeline Model focuses on leadership development rather than succession planning and management (Charan et al., 2011).

According to the study, this model takes the form of six career passage turns bent in six places. Each of these passages represents a change in organizational position,

where a significant turn has to be made. These turns involve a major change in job requirements, demanding new skills, time applications and work value (Kim, 2006). The changes begin by individual contributor changing rising from managing self to managing others; from managing others to managing managers; from managing managers to managing functions; from managing functions to managing business and from managing business to managing enterprise.

Succession planning is therefore perpetuating the enterprise by filling the pipeline with high-performing people to assure that every leadership level has an abundance of these performance to draw from, both now and in the future (Kim, 2006). Similarly, Byham et al., (2002) argued that rather than targeting one or two hand-picked people for each executive position, an acceleration pool emphasizes the development of a group of high-potential candidates for executive positions in general.

This is achieved through stretch jobs and task-force assignments that offer the best learning, including mentoring, training and special development activities such as university executive programs and in-company action learning sessions, and high visibility opportunities. This approach to leadership succession helps reduce turnover-related costs of leadership succession especially due to sudden exit of the incumbent.

Furthermore, Zaccaro and Klimoski (2001) also report research on leadership succession which has demonstrated a consistent effect for leadership that explained 20 to 45 percent of the variance in organizational outcomes. For example, the authors noted that executive succession following leadership failures in General Motors have been associated with contributing to the loss of more than \$12 billion in the company's American operation.

Similarly, Clutterbuck (2012) noted that succession planners do not take sufficient cognizance of the differences in attitude towards careers and career self-management between generations. The study observes that succession management processes tend to be designed by Baby-boomers, for implementation by Generation X and imposed upon Generation Y. It noted that many of the failures of succession planning can be laid in part at least to lack of intergenerational communication about expectations.

In a review of building and sustaining leadership for productivity and growth through succession management, Fink (2010) highlighted that the succession challenge is to

reconcile the reality that the Silent Generation and particularly Baby Boomers who dominate most of the positions of leadership in organizations have defined leadership in their own image, and expect and often demand that the younger generation – Generation X and Y must follow their lead. It would thus be prudent to investigate the role of HR managers in such circumstances where there exists a multigenerational workforce such as those present at the Department of Lands in Nakuru County, Kenya.

#### **2.3.4 Career Development and Integration of Multigenerational Workforce**

In human resource management, career development aims to identify needs, aspirations and opportunities for individuals' career and the implementation of developing human resources programs to support that career. According to Manolescu (2003), it is a continuous process of discovery in which an individual slowly develops his own occupational concept as a result of skills or is seen as a very systematic and comprehensive process of targeting career development and implementation of strategies, self assessment and analysis of opportunities and evaluate the results.

Therefore, career planning must link individual needs and aspirations with organizational needs and opportunities, evaluating, advising and informing its staff on career planning, individual development efforts with training and development programs. Most often this match is not done, the organizations paying a differential attention to its employees, planning career of the high performance individuals with greater opportunities for promotion and not taking into account the potential of employees (Neveanu, 2003).

According to Rothwell and Kazanas (2003), employee development is concerned with preparing employees so that they can move with the organization as it develops, changes and grows. Career development traditionally refers to advancements or promotions to positions of increased responsibility (Dessler, 2008). Further, Smith and Mazin (2011) suggested that some people are good at finding their own paths and procuring the necessary resources and information and all there needs to be done is providing the tools and encouragement to be successful. The study noted that while an employer may have some excellent employees who are content to remain in the same



position for years, many workers will outgrow their jobs and feel the urge to move to new challenges.

In a study conducted by Stein (2007), the item that universally scored the lowest in workplace happiness was to do with career development as almost half (45%) of the employees surveyed felt that there was no opportunity for career advancement in their organization. This translated into low employee productivity at the workplace. More and more people recognize that to develop their careers they need to move on, and there is little their employers can do about it, especially in today's flatter organizations where promotion prospects are more limited.

According to Goldsmith et al., (2010), generation Y employees do not expect to stay in a job or even a career for too long; they are skeptical when it comes to such concepts as employee loyalty. They do not like to stay too long on any one assignment, either. Because generation Y employees are coming of age during the most consistently expansive economy in the last 30 years, they have a more optimistic outlook on life, work and the future than generation X employees did at their age. Most studies show that up to 80 percent of generation Y employees believe they will be financially better off than their parents (Tuglan & Martin, 2001). Further, Benckendorff *et al.* (2010) observe that generation Y employees see increasing responsibility not as a burden to be avoided but as a proving ground for its skills and talents.

It has been observed that rather than passively relying on employers to take responsibility for employee career development, younger generation employees are more likely to take a more active role in their career planning and execution; and thus, if companies are unable to provide opportunities for Millennial to fully build their skill sets, high levels of dissatisfaction which translates to low productivity, will result (DelCampo et al., 2012). Thus, successful companies engage Millennials in career pathing, a formal process that show employees what their career progression can look like-not only up but also sideways (Sujansky & Ferri-Reed, 2009).

In comparison, DelCampo *et al.* (2012) reviewed that members of generation X have been observed to have more commitment to their career than to their organizations and may prefer those which value skills development, productivity, and work-life

balance rather than status and tenure. Bell (2008) undertook a comparative analysis of the commitment of the different generations at the workplace and established that various generations have different perspectives of the workplace. To better understand the link between HRM and integration of multigenerational workforce, more research needs to be undertaken. The current study will attempt to fill this knowledge gap.

### **2.3.5 Human Resource Management Act 2012**

The Human Resource Management Act 2012 was enacted in 2012 and it requires all human resource practitioners in Kenya to become certified. The law is meant to provide for the examination, registration and regulation of the standards and practice of human resource management. The Act created the Institute of Human Resource Management (IHRM), a membership organization that will act as the accrediting body that regulates the activities of Kenya's human resource professionals, and that disciplines errant members. According to the Act, to qualify for registration, a person must be of good conduct, pay the prescribed fees, have a certificate, diploma or degree recognized by the IHRM, and has passed the appropriate examination.

The law provides for harmonized exams for HR trainees, to be administered by IHRM through an examination board responsible for setting the syllabuses and examinations. A code of conduct will be established to guide HR practitioners on professional service delivery. The Law also requires that HR consultancies will have to be certified, which involves having at least one partner or principal shareholder as a registered practitioner. The Act stipulates that registered and practicing HR professionals must adhere to the National Professional Code of Conduct and Ethics. Those found to be in violation of this code will face a variety of sanctions. For example, it will be an offense for anyone to practice as a human resource management professional without a valid practicing certificate. This offense carries a fine of up to 200,000 Kenyan shillings and/or a prison term of up to two years.

The Act clarifies that people may be deregistered for a variety of reasons, including "being of unsound mind," declaring bankruptcy and failing to renew membership with the IHRM. Where an HR practitioner is accused of professional misconduct, which includes refusal to follow an employer's HR policy, refusal to apply HR principles, gross negligence, corruption, nepotism, tribalism, discrimination and many other HR

malpractices, the IHRM may issue a letter of admonishment, suspend a practitioner's registration for up to one year, or withdraw or cancel his or her practicing certificate for up to five years.

### **2.3.6 Integration of Multigenerational Workforce**

Most organizations are currently experiencing mix of different generations at the workplace. This staff from different generations has different work ethics and perceptions that may create conflicts among the different generation. Each generation of individuals expects others to know their needs and to respect them for who they are. They would be disappointed and upset when they perceive their expectations are not met. Inter-generational employee tensions and conflicts could be avoided if management is sensitive to the needs of the different groups and empathies with the way they think and work.

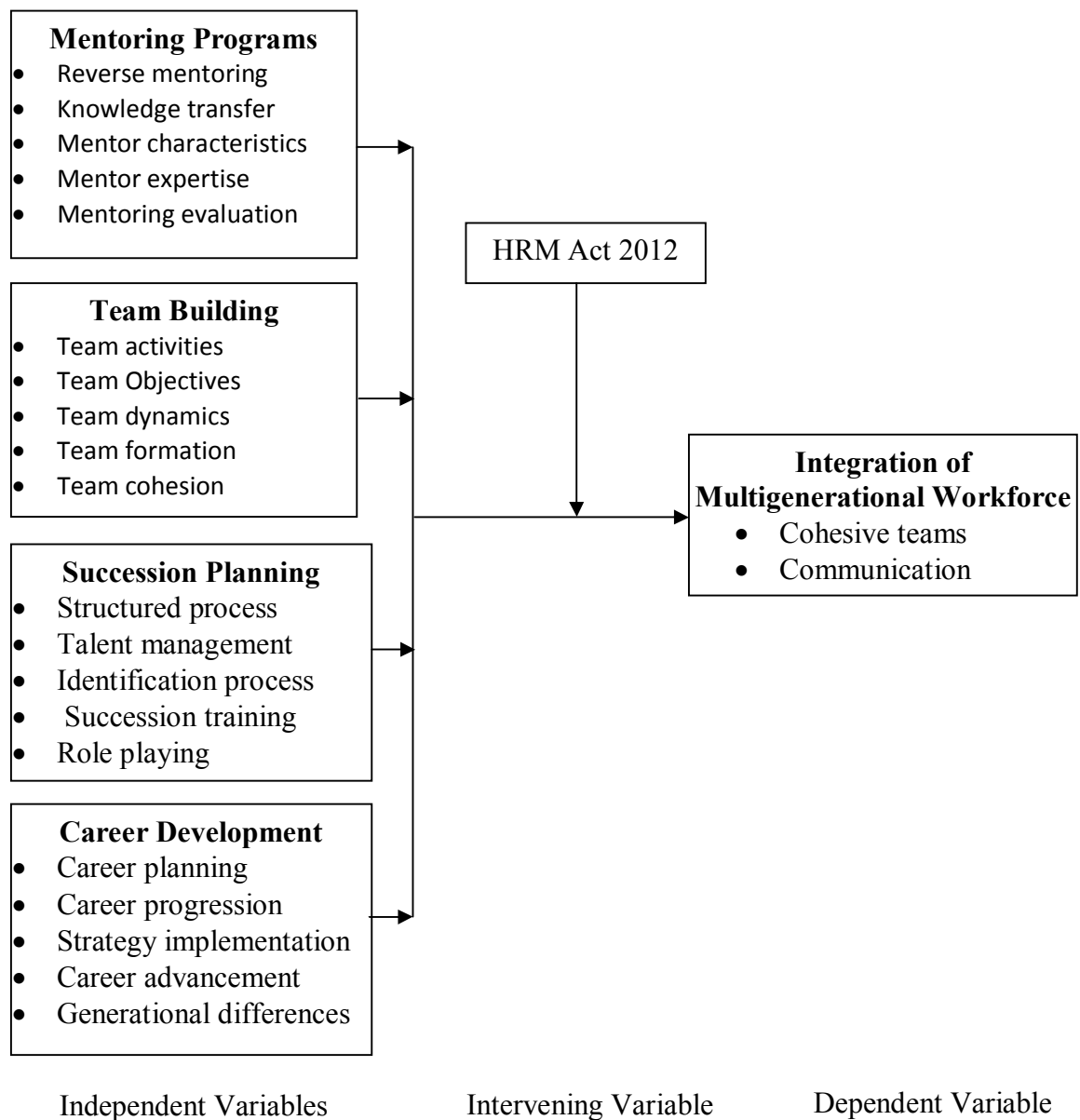
Numerous studies have shown that employees' needs are different at the start of their career, in mid-career and at the end of their career. These studies have highlighted the importance of focusing on workers' career needs, which vary depending not necessarily on age but on the stage in their career cycle at which they find themselves and of implementing suitable management practices in response to these needs. Studies on the socialization needs of younger workers show similar results and highlight the importance of integrating any new employee into the workplace. In many organizations, generational issues are a common and continuing problem that can have an all-encompassing organizational impact and can lead to employee unhappiness and ultimately, loss of employee productivity.

Organizations the world over are coming to the increasing realization that today's workforce is unique in its generational diversity, which presents new challenges in the attempt to manage, motivate, attract and retain quality employees that drive high productivity in the workplace (Rowe, 2010). The study argues that while not every member of a generation will behave the same way, a significant number of individuals in that generation share characteristics that have become hallmarks of the group. In keeping with this perspective, Cekada (2012) notes that each generation has unique characteristics, influences, work ethics, core values, and respect and tolerance for others that affect how its members interact, communicate and learn in the workplace.

Organizations therefore need to treat employees as individuals with generational differences, in order to allow them to contribute to the success of the organization.

## 2.4 Conceptual Framework

In particular the study hypothesized that mentoring, teambuilding, succession planning and career planning all have significant influence in the integration of multigenerational workforce. Furthermore, the study hypothesizes that the department's internal policies plays an intervening role. The relationship is shown in Figure 2.1.



**Figure 2. 1: Conceptual Framework**

## **2.5 Summary of Reviewed Literature**

Organizations the world over are coming to the increasing realization that today's workforce is unique in its generational diversity, which presents new challenges in the attempt to manage, motivate, attract and retain quality employees that drive high productivity in the workplace. This has attracted burgeoning scholarly work that attempt to provide an understanding of this growing phenomenon. However, when speaking of the generation active in the society today, it refers to a body of individuals born and living at about the same time who share core values and characteristics resulting from certain significant events in their formative years. They note that generations are an ideal taxonomy for grouping individuals as this creates a context for common attitudes and behavior at work. They add that generational groupings have been observed to create unique identities and collective sets of memories. Studies have noted that individual members of each generation grew up at about the same time and were influenced by the same important cultural influences and major historical events of the era. The study expounds that the generation's shared experiences and cultural norms had an impact on how they currently act, work and think. The study argues that while not every member of a generation will behave the same way, a significant number of individuals in that generation share characteristics that have become hallmarks of the group. In keeping with this perspective, each generation thus has unique characteristics, influences, work ethics, core values, and respect and tolerance for others that affect how its members interact, communicate and learn in the workplace. The study argued that while generational gaps have always existed at work, the vast increase in life expectancies during this century has resulted in four generations working side by side, a phenomenon which has been perpetuated by increased life expectancy and a delay in retirement. It would thus be interesting to investigate the role of HR managers in integrating this multigenerational workforce.

## **2.6 Critique of Existing Literature**

Firstly, according to Sujansky and Ferri-Reed (2009), generation Y employees are hungry for mentoring and thus mentoring can have tremendous impact on intergenerational communication. However, Braveman and Page (2011) reported divergent perceptions held by older and younger workers. They found that while 75%

of older workers say they relate well to their younger colleagues, only 54% of the younger workers reciprocate these attitudes. A study by Rowe (2010) found that an automatic transfer of knowledge from retiring workers to younger generations is unlikely to happen since each generation believes that its strengths are unique. It therefore clear that there exists a knowledge gap on the influence of mentoring in integration of multigenerational workforce.

Secondly, according to Fajana (2002), the use of teambuilding enables synergies to be gained from greater levels of involvement in the workforce which leads the team towards cohesiveness and productivity. They noted that management could also create cross-generational teams to enable employees to collaborate rather than compete with their peers and seniors. In this way, employees of all ages would be able to learn from one another and to respect the views of others. However, Wieck et al. (2010) assert that disrespectful behaviors are menacing in their work environment between older and younger generation employees despite there being teambuilding activities. It thus implies that more research needs to be undertaken in order to establish the influence of teambuilding on integration of multigenerational workforce.

Thirdly, succession management can be seen as perpetuating the enterprise by filling the organization with highly productive people to assure that every leadership level has an abundance of these performers to draw from, both now and in the future (Warne, 2005). Similarly, Clutterbuck (2012) noted that succession planners do not take sufficient cognizance of the differences in attitude towards careers and career self-management between generations. The study observes that succession management processes tend to be designed by Baby-boomers, for implementation by Generation X and imposed upon Generation Y. It noted that many of the failures of succession planning can be laid in part at least to lack of intergenerational communication about expectations.

According to Manolescu (2003), career development must link individual needs and aspirations with organizational needs and opportunities. Most often this match is not done, the organizations paying a differential attention to its employees, planning career of the high performance individuals with greater opportunities for promotion and not taking into account the performance potential of employees (Neveanu, 2003). According to Rothwell and Kazanas (2003), employee development is concerned with

preparing employees so that they can move with the organization as it develops and grows though limited organizations achieve this. This study therefore intends to explore the influence of career development on the integration of multigenerational workforce.

## **2.7 Research Gaps**

According to Mwangi (2014) who carried out a study to determine the effect of multigenerational workforce on employee productivity at KENGEN, Kenya, the study used a case study research design. The study population comprised of 2049 employees. Stratified sampling technique was used to determine a sample size of 204 staff drawn from the Company's five branches. The data collection tool used was a structured questionnaire. Frequency distributions were used in the descriptive statistics part of the study and One-Way ANOVA was used to analyze the statistical significance of the multigenerational perceptual differences on human resource development, reward management and employee relations and subsequent effect on employee productivity.

The findings showed that training, employee relations and reward management had some effect on employee productivity in a multigenerational workforce environment. However, their study did not look at other HR functions from the perspective of the role played by HR managers in integrating multigenerational workforces. Furthermore, though the focus was in the public sector, parastatals hardly have the same generational mix as those of the parent ministries. The current study will thus attempt to address this knowledge gap by looking at the influence of mentoring, team building, succession planning and career planning on integration of multigenerational workforce at the Department of Lands in Nakuru County, Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes and explains the methodology deployed in this study and the research methods which informed the choice of methods. The study aimed to establish the role of human resource managers in the integration of multigenerational workforce. This chapter discusses the research design, target population, sampling design, data collection instruments, data collection procedure and data analysis and presentation.

#### **3.2 Research Design**

A research design is a plan or a framework for guiding a study. The design connects the questions or objectives of the study to the data gathered. Fraenkel and Wallen (2006) summarized the numerous research designs by which a study can be described or a researcher can adopt for a study and categorized them according to purpose, process, logic, and outcome of the research. For purposes of this study, a descriptive design specifically a survey was employed using quantitative and qualitative approaches. The method is preferred as it permits gathering of data from the respondents in natural settings. It was used to describe what, who, when, how and whereof the phenomenon.

Quantitative research involves numbering relationships between variables (Cooper & Schindler, 2005); uses objective measurements and statistical analysis of data, which are collected from a well-controlled environment. According to Cooper and Schindler, (2005), quantitative research falls into either the experimental or the non-experimental category. In experimental research, which is considered to be most accurate and powerful method of inquiry of all research methods, a researcher manipulates treatment in order to establish the cause and effect of the phenomenon studied. In contrast, in a non-experimental study, no attempt is made to change the conditions of the subjects of research, with the researcher measuring existing phenomena as they are found.



Qualitative Research on the other hand is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. The current study used both primary and secondary data in attempting to address the objectives of the study (Fraenkel & Wallen, 2006)

### **3.3 Target Population**

The target population for this study comprised all employees of the Department of Lands, County Government of Nakuru, Kenya. The target population comprised all lands surveyors, registry staff, titling staff, mapping staff and administrative staff within Nakuru County, Kenya who have a combined staff population of 66 employees in the registry, settlement, national survey and county survey sub-departments. Since the target population was fairly small, the study carried out a census survey.

### **3.4 Data Collection Instruments**

Although several tools exist for gathering data, the choice of a particular tool depends on the type of research. In this study an appropriate method to collect the primary data is a questionnaire survey.. Saunders & Lewis (2009) argue that the selection of key informants knowledgeable about the problem of study minimizes response error, hence selection of all the employees in the Department of Lands. The survey questionnaire was seen as appropriate since it allowed data to be collected in a quick and efficient manner. The use of survey questionnaire makes it possible for descriptive, correlation and inferential statistical analysis (Saunders & Lewis, 2009). The questionnaire comprised close-ended questions.

### **3.5 Pilot Testing**

The questionnaire was piloted at the Directorate of Social Service in Nakuru Town on 10 respondents who did not form part of the sample. Pilot testing was done within the month of June 2016. The findings of the pilot test were then incorporated in the final questionnaire before the researcher embarked on data collection.

### 3.5.1 Validity of the Instruments

According to Cooper and Schindler (2005), a valid instrument measures the concept in question accurately. In the study, the validity of the questionnaires was observed by adhering to the characteristics of self-evident measures. These measures demonstrated the extent to which the instruments measure what they are supposed to measure, which is classified as face and content validity. Further, the questionnaires were subjectively assessed for presentation and the relevance of the questions. The researcher sought expert judgment and guidance from the University supervisor, who provided insight which were relevant in ensuring content, construct and face validity of the instruments.

### 3.5.2 Reliability of the Instruments

A questionnaire with a high reliability would receive similar answers if it is done again or by other researchers (Cooper & Schindler, 2005). The reliability of the questionnaires was determined through the Cronbach alpha method. Cronbach alpha provides a good measure of reliability because holding other factors constant the more similar the test content and conditions of administration are, the greater the internal consistency and reliability. Fraenkel and Wallen (2006) have recommended that reliability test which produces Cronbach alpha ( $\alpha$ ) values of greater than 0.70 is sufficient in making the questionnaires reliable. The reliability results are shown in Table 3.1.

**Table 3. 1: Reliability Test**

<b>Study Variables</b>	<b>Number of Test</b>	<b>Cronbach Values</b>	<b>Alpha</b>
Mentoring Programs	7	0.776	
Teambuilding	7	0.804	
Succession Planning	6	0.712	
Career Development	6	0.743	
Integration of Multigenerational Workforce	7	0.727	

The reliability test shown in Table 3.1 produced Cronbach alpha ( $\alpha$ ) values of greater than 0.70, making the questionnaires largely reliable as recommended by Fraenkel & Wallen (2000).

### 3.6 Data Collection Procedures

The data needed for a study can be collected either as secondary data or as primary data. Cooper and Schindler (2005), define primary data to be data collected at source whereas secondary data is data which already exists. Secondary data for the study was collected from literature, Internet, and databases. The firm's operational manual and policy documents were also be studied for some information. Primary data can be both qualitative and quantitative using both closed and open ended questions. The primary data was sourced from the answers the participants gave during the study process. In this study a seemly suitable method to collect the primary data was the questionnaire survey.

### 3.7 Data Analysis and Presentation

The data collected from the questionnaires was analyzed with the aid of the Statistical Package for Social Sciences (SPSS) version 23. The results of the survey were presented in tables. For the purpose of analyzing the relationships of each of the independent variable on the dependent variable, the study used regression analysis to test the hypothesis. The study hypothesized the following model:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where: Y = Effective Integration of Multigenerational Workforce,

X<sub>1</sub> = Mentoring Programs,

X<sub>2</sub> = Team Building,

X<sub>3</sub> = Succession Planning,

X<sub>4</sub> = Career Development,

B<sub>0</sub>, B<sub>1</sub>, B<sub>2</sub>, B<sub>3</sub> and B<sub>4</sub> = Beta Coefficients

ε = Error Term

For purposes of testing hypotheses, the study used p-values to test the significance at 5% significance level.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Introduction**

The chapter provides a descriptive analysis of the collected data, interpretation and discussion of the findings. Following the processing and analyzing of the collected data, the findings are presented and discussed in this chapter. The findings and discussions are in line with the variables and objectives of the study. The responses on all the variables are on a 5-point scale while the statements in the view of the same are on a Likert scale. In the 5-point scale 1, 2, 3, 4 and 5 represent strongly disagree, disagree, neutral, agree, and strongly agree respectively. The chapter also provides the regression analysis carried out. Finally the chapter provides a model summary and inferences drawn from the model.

#### **4.2 Response Rate**

The respondents issued 66 questionnaires. Out of 66 questionnaires that were issued, 58 of them were filled and returned. Of the returned questionnaires, 3 were incorrectly filled and thus were not used in the final analysis. Therefore, 55 were correctly filled and hence were used for analysis representing a response rate of 83.33%. Various studies indicate that getting a high response rate from a small random sample is considered preferable to a low response rate from a large sample and thus is an important element in proving the statistical significance of the responses. Therefore, the response rate was considered sufficient to enable further analysis.

#### **4.3 Respondents' Profile**

The profile of respondents identifies the main information about the characteristics of those who participated in the research process depending on the relevance of the information sought. The researcher sought to find out the distribution of the respondents according to their gender, age bracket, education level and their working experience at Department of Lands in the County Government of Nakuru. The aim was to deduce any trend from the respondent's profile that was directly linked to the variables of the study. Similarly, previous studies have reported some relationship between these demographic factors and employee performance (Barsemoi et al., 2014).

### 4.3.1 Gender of the Respondents

The study sought to establish the gender of the respondents in the study. Table 4.1 shows the distribution of the respondents according to their gender.

**Table 4. 1: Distribution of Respondents by their Gender**

	<b>Frequency</b>	<b>Percent</b>
Male	34	61.80
Female	21	38.20
<b>Total</b>	<b>55</b>	<b>100.00</b>

According to the findings, majority of the respondents were male (61.8%) while the female respondents were 38.2%. The study attributed this trend to the existing gender gap in employment in the public sector in Kenya which is predominantly dominated by the male gender.

### 4.3.2 Distribution of Respondents by Their Age Group

The study then sought to establish the age groups of the respondents in the study. Table 4.2 shows the distribution of the respondents according to their age groups.

**Table 4. 2: Distribution of Respondents by Their Age**

	<b>Frequency</b>	<b>Percent</b>
26 – 35 Years	4	7.30
36 – 45 Years	14	25.50
46 – 55 Years	29	52.60
Above 56 Years	8	14.60
<b>Total</b>	<b>55</b>	<b>100.00</b>

The findings in Table 4.2 indicate that a majority of the respondents at the Department of Lands were of the age group 46 - 55 years (52.6%) while the least age group was between 26 – 35 years (7.3%). This was attributed to the general stagnation of the public sector in creating new employment opportunities and thus majority of the employees have been within the public sector for a while.

### 4.3.3 Distribution of Respondents by Their Attained Educational Level

The study sought to establish the attained level of education of the respondents in the study. Table 4.3 shows the distribution of the respondents according to their attained educational levels.

**Table 4. 3: Distribution of Respondents by Their Educational Level**

<b>Educational Level</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	6	10.90
Degree	33	58.20
Masters	17	30.90
<b>Total</b>	<b>55</b>	<b>100.00</b>

From Table 4.3, the study found that majority of the respondents (58.2%) had a university degree qualification which was attributed to the higher entry requirements in the organization and the technical nature of the work undertaken. Further, over 89% of the respondents had either a bachelors or masters degree.

### 4.3.4 Working Experience of the Respondents

The researcher further wanted to establish the working experience of the respondents. This was important since previous studies indicated some relationship between experience of employees and their integration at the work place. The findings of the relationship are as illustrated in Table 4.4.

**Table 4. 4: Distribution of Respondents According to their Working Experience**

	<b>Frequency</b>	<b>Percent</b>
Less than 1 Year	4	7.30
2 – 5 Years	11	20.00
5 – 10 Years	23	41.80
Above 10 Years	17	30.90
<b>Total</b>	<b>55</b>	<b>100.00</b>

In terms of working experience, most of the respondents (41.8%) had between 5 – 10 years working experience. Cumulatively, more than 72% had more than 5 years of experience while only 7.3% had less than 2 years working experience. The study

attributed this trend to the fact that the public sector in the past two decades has been stagnating in terms of creating new job opportunities and thereby minimizing new job entrants to the organization.

#### **4.4 Descriptive Statistics of the Study Variables**

The researcher analyzed the influence of four roles of HR managers in the integration of multigenerational workforce in the Department of Lands, in the County Government of Nakuru, Kenya. The selected roles were mentoring programs, teambuilding, succession planning and career development. The dependent variable for the study was integration of multigenerational workforce.

##### **4.4.1 Mentoring Programs and Integration of Multigenerational Workforce**

In this section the researcher presents various aspects touching on mentoring programs and integration of multigenerational workforce in line with the first objective. The findings are based on a 5-point Likert scale and are depicted in Table 4.5. Majority of the respondents agreed that mentors were usually older and more experienced individuals who guided other employees (3.82), that mentoring programs enhanced productivity and retention which were key in the integration process (3.79), that mentoring provided a bridge between various generations and enhanced intergenerational communication (4.16) and that mentoring programs were a key component of the knowledge transfer process in their department (4.27). Further, majority of respondents disagreed that human resource managers often tracked mentoring arrangements in order to measure their effectiveness in employee integration (2.12) and that the department had bridged intergenerational differences effectively through the use of mentoring programs and activities (2.28). The respondents were however unsure when asked whether their department had formal mentoring programs for all employees to be effectively integrated (3.16).

**Table 4. 5: Mentoring Programs and Integration of Multigenerational Workforce**

	<b>n</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>
Our department has formal mentoring programs for all employees to be effectively integrated	55	2	5	3.16	.837
Mentors are usually older and more experienced individuals who guide other employees	55	2	5	3.82	.881
HR managers often track mentoring arrangements in order to measure their effectiveness in employee integration	55	1	5	2.12	.984
Mentoring programs enhance productivity and retention which are key in the integration process	55	1	5	3.79	.997
Mentoring provides a bridge between various generations and enhance intergenerational communication	55	1	5	4.16	.812
Mentoring programs are a key component of the knowledge transfer process in our department	55	1	5	4.27	.977
The department has bridged intergenerational differences effectively through the use of mentoring programs and activities	55	3	5	2.28	.811

An analysis of the standard deviations showed that all responses had a standard deviation of <1.00 which indicated smaller dispersion from the mean which was interpreted to mean convergence of responses on the particular propositions.

#### **4.4.2 Teambuilding and Integration of Multigenerational Workforce**

In this section the researcher presents various aspects touching on teambuilding and integration of multigenerational workforce in line with the second objective. The findings are based on a 5-point Likert scale and are depicted in Table 4.6. From the findings in Table 4.6, it was established that majority of the respondents agreed that teambuilding created a cohesive environment which was important for intergenerational workplace (4.18), that Teambuilding enhanced intergenerational collaboration and interaction opportunities (3.87) and that teambuilding programs also integrated employee development needs with organizational needs (4.19).



**Table 4. 6: Teambuilding and Integration of Multigenerational Workforce**

	<b>n</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>
Teambuilding creates a cohesive environment which is important for intergenerational workplace	55	1	5	4.18	.813
Teambuilding enhances intergenerational collaboration and interaction opportunities	55	1	5	3.87	.947
Our departments highlights mutual team goals and focuses on promoting effective intergenerational workforce	55	1	5	2.42	.962
Teambuilding activities in our department are geared towards managing generational gaps	55	1	5	2.45	.971
The activities undertaken in teambuilding focuses on adaptability of various generational needs	55	1	1	2.19	.801
Teambuilding programs also integrates employee development needs with organizational needs	55	1	5	4.19	.933
Teambuilding activities in our department uses effective communication tools geared towards a culture of commitment by all generations	55	1	5	3.22	0.897

Further, the respondents disagreed that their department highlighted mutual team goals and focused on promoting effective intergenerational workforce (2.42), that teambuilding activities in their department were geared towards managing generational gaps (2.45) and that the activities undertaken in teambuilding focused on adaptability of various generational needs (2.19). The respondents were however unsure when asked whether teambuilding activities in their department used effective communication tools geared towards a culture of commitment by all generations (3.22). The study further analyzed the standard deviations and found that all responses had a standard deviation of <1.00 indicating smaller dispersion which was interpreted to mean convergence of responses.

### 4.4.3 Succession Planning and Integration of Multigenerational Workforce

In this section the researcher presents various aspects touching on succession planning and integration of multigenerational workforce in line with the third objective. The findings are based on a 5-point Likert scale and are depicted in Table 4.7.

**Table 4. 7: Succession Planning and Integration of Multigenerational Workforce**

	n	Min	Max	Mean	Std. Dev.
Succession planning process in our department involves identification, designation and notification of employees across all generations	55	1	5	2.18	.891
HR managers often carry out major changes in job requirements, new skills and work values across generations	55	1	5	3.97	.848
Succession planning creates a pool of high performing people at every leadership level irrespective of generations	55	1	5	4.42	.661
HR managers design jobs that offer best learning and opportunities targeting all generations	55	1	5	2.31	.977
HR managers have sufficient succession planning experiences and are cognizant of differences in attitudes between generations	55	1	5	2.16	.633
HR managers are aware of intergenerational expectations and communicate well about organizational plans	55	1	5	2.08	0.844

From the findings on Table 4.7, it was established that majority of the respondents agreed that HR managers carried out major changes in job requirements, new skills and work values across generations (3.97) and that succession planning created a pool of high performing people at every leadership level irrespective of generations (4.42). The respondents however disagreed that succession planning process involved identification, designation and notification of employees across all generations (2.18), that HR managers designed jobs that offer best learning and opportunities targeting all generations (2.31), that HR managers had sufficient succession planning experiences and are cognizant of differences in attitudes between generations (2.16) and that HR managers were aware of intergenerational expectations and communicated well about

organizational plans (2.08). Since the standard deviations were <1.00, it was concluded that there was a convergence of responses.

#### 4.4.4 Career Development and Integration of Multigenerational Workforce

In this section the researcher presents various aspects touching on career development and integration of multigenerational workforce in line with the last objective. The findings are based on a 5-point Likert scale and are depicted in Table 4.8.

**Table 4. 8: Career Development and Integration of Multigenerational Workforce**

	n	Min	Max	Mean	Std. Dev.
Our department identifies needs, aspirations and opportunities for employee development programs	55	1	5	2.13	.724
HR managers target career development and implementation strategies which enhance generational integration	55	1	5	2.41	.987
HR Managers often prepare employees of all generations so that they can move with the organization as it develops, changes and grows	55	1	5	2.32	.698
Career progression amongst all generations in the departments occurs through advancements and promotions to positions of increased responsibility	55	1	5	4.31	.842
Employees take a active role in their career planning and execution and the department provides opportunities for building skill sets which translates to higher productivity	55	1	5	2.17	.759
Since various generations have different perspectives of the workplace, HR managers work towards enhancing commitment of the different generations.	55	1	5	2.33	.876

The results in Table 4.8 indicate that most of the respondents agreed that career progression amongst all generations occurred through advancements and promotions to positions of increased responsibility (4.31). The respondents however disagreed that their department identified needs, aspirations and opportunities for employee

development programs (2.13), that HR managers targeted career development and implementation strategies which enhanced generational integration (2.41), that HR Managers often prepared employees of all generations so that they can move with the organization as it develops, changes and grows (2.32), that employees took an active role in their career planning and execution and the department provided opportunities for building skill sets which translated to higher productivity (2.17) and that since various generations had different perspectives of the workplace, HR managers worked towards enhancing commitment of the different generations (2.33). Further, all responses had a standard deviation of <1.00 which indicated smaller dispersion from the mean which was interpreted to mean convergence of responses on the particular propositions.

#### **4.4.5 Integration of Multigenerational Workforce**

The findings in this section involve the measurement of the dependent variable. Table 4.9 shows the findings related to measurement of integration of multigenerational workforce. From the findings, majority of the respondents agreed that the integration of multigenerational workforce had led to improved employee satisfaction and retention (3.99) and that the department provided equal opportunity for growth across all generations without any generational discrimination (4.19). The respondents however disagreed that integration and inclusion of generations had reduced recruitment challenges and skills shortages (2.23), that the integration process had led to employees providing better services to their clientele (2.19), that the integration process had fostered innovation and problem-solving skills (2.07) and that the department had put in more effort and money to ensure that diversity was effectively managed to achieve successful outcomes (2.31). The respondents were however unsure whether the HRM Act had some influence the relationship between HR managers and integration of multigenerational workforce (3.31)

**Table 4. 9: Integration of Multigenerational Workforce**

	<b>n</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Dev.</b>
Integration and inclusion of generations in the department has reduced recruitment challenges and skills shortages	55	1	5	2.23	0.933
The integration of multigenerational workforce at our department has led to improved employee satisfaction and retention	55	1	5	3.99	0.957
The integration process has led to employees providing better services to our clientele	55	1	5	2.19	0.877
The department provides equal opportunity for growth across all generations without any generational discrimination	55	1	5	4.19	0.812
The integration process in our department has fostered innovation and problem-solving skills	55	1	5	2.07	.0987
The department puts in more effort and money to ensure that diversity is effectively managed to have a successful outcomes.	55	1	5	2.31	0.998
The HRM Act has some influence the relationship between HR managers and integration of multigenerational workforce	55	1	5	3.31	0.986

Further, all responses had a standard deviation of <1.00 which indicated smaller dispersion from the mean which was interpreted to mean convergence of responses on the propositions on procurement performance.

#### **4.5 Regression Analysis**

This section shows how the researcher came up with relevant inferences in line with the study objectives. The section presents and discusses findings resulting from regression analysis of the study variables.

#### 4.5.1 Regression Model Summary

The study carried out a regression analysis to establish the influence of mentoring programs, teambuilding, succession planning and career development on integration of multigenerational workforce. The model summary is depicted in Table 4.10.

**Table 4. 10: Regression Model Summary**

<b>Model</b>	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Std Error of the Estimate</b>
1	0.8319	0.6921	0.6873	0.3618

The R<sup>2</sup>, the coefficient of determination shows variability in dependent variable explained by the variability in independent variables. This value tells us how integration of multigenerational workforce at the Department of Lands can be explained by mentoring programs, teambuilding, succession planning and career development. The R<sup>2</sup> value of 0.6921 implies that 69.2% of the variations in integration of multigenerational workforce can be explained by the variations in independent variables. This therefore means that other factors not studied in this study contribute 30.8% of integration of multigenerational workforce.

#### 4.5.2 Multiple Regression Analysis

The researcher further conducted a multiple regression analysis and the findings of the multiple regression model is depicted in Table 4.11. From the multiple regression model, holding mentoring programs, teambuilding, succession planning and career development constant, integration of multigenerational workforce would increase by 4.012. It was established that a unit increase in mentoring programs would cause an increase in integration of multigenerational workforce by a factor of 0.531, a unit increase in teambuilding would cause an increase integration of multigenerational workforce by a factor of 0.339, a unit increase in succession planning would cause an increase in integration of multigenerational workforce by a factor of 0.217 and a unit increase in career development would cause an increase in integration of multigenerational workforce by a factor of 0.483.

**Table 4. 11: Multiple Regression Analysis**

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
1	B	SE	B	t	p
Constant	7.334	3.392		3.109	0.088
Mentoring Programs	0.531	0.209	0.213	2.504	0.012
Teambuilding	0.339	0.177	0.189	2.003	0.041
Succession Planning	0.217	0.103	0.101	1.018	0.044
Career Development	0.483	0.189	0.183	2.711	0.019

From the findings on Table 4.11, it was established that both mentoring programs and career development had the most influence while succession planning had the least influence on integration of multigenerational workforce. The un-standardized beta coefficients in Table 4.11 were then used to obtain the overall relationship of the independent variables and the dependent variable and model was formulated as:

$$Y = 7.334 + 0.531X_1 + 0.339X_2 + 0.217X_3 + 0.483X_4$$

Where Y = Integration of Multigenerational Workforce

$X_1$  = Mentoring Programs,

$X_2$  = Teambuilding,

$X_3$  = Succession Planning,

$X_4$  = Career Development

From the model it was established that all the independent variables positively related to integration of multigenerational workforce and were statistically significant at the 5% significance level. Furthermore, since all the p-values had values less than 0.05, all the null hypotheses were rejected and the alternative hypotheses confirmed to be true. The findings are in agreement with those of Otiende (2014) who established a similar trend in their study on workforce diversity and its influence on employee performance.

### 4.6.3 Analysis of Variance

The researcher sought to compare means using analysis of variance (ANOVA). ANOVA findings (P-value of 0.00) in table 4.12 show that there is correlation between the predictor variables (mentoring programs, teambuilding, succession planning and career development) and response variable (integration of multigenerational workforce).

**Table 4. 12: Analysis of Variance**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	5.253	4	1.313	8.785	.000 <sup>b</sup>
Residual	7.624	50	0.149		
Total	12.876	54			

Dependent Variable: Integration of Multigenerational Workforce<sub>a</sub>

Predictors: (Constant), Mentoring Programs, Teambuilding, Succession Planning and Career Development

### 4.6.4 Hypothesis Testing

The study attempted to test the following hypotheses: H<sub>01</sub>: Mentoring programs has no significant influence on integration of multigenerational workforce in the department of lands in the County Government of Nakuru, Kenya, H<sub>02</sub>: Teambuilding has no significant influence on integration of multigenerational workforce in the department of lands in the County Government of Nakuru, Kenya, H<sub>03</sub>: Succession planning has no significant influence on integration of multigenerational workforce in the department of lands in the County Government of Nakuru, Kenya and H<sub>04</sub>: Career development has no significant influence on integration of multigenerational workforce in the department of lands in the County Government of Nakuru, Kenya. Since all the p-values had values less than 0.05, all the null hypotheses were rejected and the alternative hypotheses confirmed to be true



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The study sought to establish the roles of human resource managers in the integration of multigenerational workforce. In this chapter the findings of the study are summarized and conclusions are drawn from the summary. The conclusions enable the researcher to put across a number of key recommendations. The summary, conclusions and recommendations are presented in line with the objectives of the study.

#### 5.2 Summary

The researcher summarized the research findings in the order of the study objectives. The aim of summarizing was to enable the researcher to come up with key findings from which conclusions would be drawn.

##### 5.2.1 Mentoring Programs and Integration of Multigenerational Workforce

The study established that mentors were usually older and more experienced individuals who guided other employees (3.82), that mentoring programs enhanced productivity and retention which were key in the integration process (3.79), that mentoring provided a bridge between various generations and enhanced intergenerational communication (4.16) and that mentoring programs were a key component of the knowledge transfer process in their department (4.27). Further, it was established that human resource managers do not often track mentoring arrangements in order to measure their effectiveness in employee integration (2.12) and that the department of lands had not bridged intergenerational differences effectively through the use of mentoring programs and activities (2.28). From the regression analysis it was established that mentoring programs has a significant influence on integration of multigenerational workforce.

##### 5.2.2 Teambuilding and Integration of Multigenerational Workforce

The study established that teambuilding created a cohesive environment which was important for intergenerational workplace (4.18), that teambuilding enhanced intergenerational collaboration and interaction opportunities (3.87) and that

teambuilding programs also integrated employee development needs with organizational needs (4.19). Further, the study established that the department did not highlight mutual team goals and does not focus on promoting effective intergenerational workforce (2.42), that teambuilding activities were not geared towards managing generational gaps (2.45) and that the activities undertaken in teambuilding did not focus on adaptability of various generational needs (2.19). From the regression analysis it was established that teambuilding has a significant influence on integration of multigenerational workforce.

### **5.2.3 Succession Planning and Integration of Multigenerational Workforce**

It was established that HR managers carried out major changes in job requirements, new skills and work values across generations (3.97) and that succession planning created a pool of high performing people at every leadership level irrespective of generations (4.42). The study further established that succession planning process did not involve identification, designation and notification of employees across all generations (2.18), that HR managers did not design jobs that offer best learning and opportunities targeting all generations (2.31), that HR managers did not have sufficient succession planning experiences and are not cognizant of differences in attitudes between generations (2.16) and that HR managers were not aware of intergenerational expectations and did not communicate well about organizational plans (2.08). The regression analysis indicated that succession planning had a significant influence on integration of multigenerational workforce.

### **5.2.4 Career Development and Integration of Multigenerational Workforce**

The study established that career progression amongst all generations occurred through advancements and promotions to positions of increased responsibility (4.31). The further established that the department did not identify needs, aspirations and opportunities for employee development programs (2.13), that HR managers did not target career development and implementation strategies which enhanced generational integration (2.41), that HR Managers do not prepare employees of all generations so that they can move with the organization as it develops, changes and grows (2.32), that employees do not take an active role in their career planning and execution and the department did not provide opportunities for building skill sets which translated to

higher productivity (2.17) and that since various generations had different perspectives of the workplace, HR managers haven't worked towards enhancing commitment of the different generations (2.33). From the regression analysis it was established that career development has a significant influence on integration of multigenerational workforce.

### **5.3 Conclusions**

Based on the findings of the study, the researcher has drawn several conclusions which are presented in this section following the order of the objectives of the study.

#### **5.3.1 Mentoring Programs and Integration of Multigenerational Workforce**

The study concluded that mentors were usually older and more experienced individuals who guided other employees, that mentoring programs enhanced productivity and retention which were key in the integration process, that mentoring provided a bridge between various generations and enhanced intergenerational communication and that mentoring programs were a key component of the knowledge transfer process in their department. However, human resource managers should track mentoring arrangements in order to measure their effectiveness in employee integration and that they should devise strategies that will help to bridge intergenerational differences effectively through the use of mentoring programs and activities.

#### **5.3.2 Teambuilding and Integration of Multigenerational Workforce**

It was concluded that teambuilding created a cohesive environment which was important for intergenerational workplace, that teambuilding enhanced intergenerational collaboration and interaction opportunities and that teambuilding programs also integrated employee development needs with organizational needs. It was also concluded that for effective integration of multigenerational workforce, the HR managers should highlight mutual team goals and focus on promoting effective integration, use teambuilding activities geared towards managing generational gaps and that the activities undertaken in teambuilding should focus on adaptability of various generational needs.

### **5.3.3 Succession Planning and Integration of Multigenerational Workforce**

The study concluded that HR managers carried out major changes in job requirements, new skills and work values across generations and that succession planning created a pool of high performing people at every leadership level irrespective of generations. The study concluded that succession planning process should involve identification, designation and notification of employees across generations, that HR managers should design jobs that offer best learning and opportunities targeting all generations, that they should have sufficient succession planning experiences and should be cognizant of differences in attitudes between generations and that they should be aware of intergenerational expectations and communicate well about organizational plans.

### **5.3.4 Career Development and Integration of Multigenerational Workforce**

The study concluded that career progression amongst all generations occurred through advancements and promotions to positions of increased responsibility. The study further concluded that for effective integration of multigenerational workforce, HR managers should identify needs, aspirations and opportunities for employee development programs, that they should target career development and implementation strategies which enhance generational integration, that they should prepare employees of all generations so that they can move with the organization as it develops, changes and grows, that employees should take an active role in their career planning and execution and the department should provide opportunities for building skill sets which translated to higher productivity and that since various generations have different perspectives of the workplace, HR managers should work towards enhancing their commitment.

## **5.4 Recommendations**

After drawing inferences in line with the study objectives, the researcher has proposed pertinent recommendations. The recommendations are based on the inferences drawn from the regression analysis and the conclusions drawn.

**5.4.1** The study recommends that since mentoring programs is a key factor influencing integration of multigenerational workforce, human resource managers should track mentoring arrangements in order to measure their effectiveness in employee integration and that they should devise strategies that will help to bridge intergenerational differences effectively through the use of mentoring programs and activities.

**5.4.2** The study recommends that HR managers should highlight mutual team goals and focus on promoting effective integration, use teambuilding activities geared towards managing generational gaps. Further, activities undertaken in teambuilding should focus on adaptability of various generational needs

**5.4.3** The study recommends that succession planning process should involve identification, designation and notification of employees across generations. HR managers should also design jobs that offer best learning and opportunities targeting all generations and they should have sufficient succession planning experiences and should be cognizant of differences in attitudes between generations.

**5.4.4** The study recommends that HR managers should identify needs, aspirations and opportunities for employee development programs. Further, they should target career development and implementation strategies which enhance generational integration. Finally, they should prepare employees of all generations so that they can move with the organization as it develops, changes and grows and ensure employees take an active role in their career planning and execution.

## **5.5 Suggestions for Further Studies**

It is suggested further research be conducted to investigate other factors which influence integration of multigenerational workforce. Similarly, other scholars should also evaluate the both the internal and external factors that influence integration of multigenerational workforce. Research should also look at how permanent organizational teams influence integration of multigenerational workforce. Lastly, more research should be conducted to understand the comparative influence of these factors in both the public and private sector organizations in order to generalize their influences on integration of multigenerational workforce.

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## **Appendix I: Letter of Introduction**

**TO WHOM IT MAY CONCERN,**

Dear Sir / Madam,

**RE: PERMISSION TO CARRY OUT ACADEMIC RESEARCH**

I am a Master of Science in Human Resource Management student of JKUAT conducting a research study entitled *“Role of HR Managers in Integration of Multigenerational Workforce in the Department of Lands in County Government of Nakuru, Kenya”*.

The purpose of this letter is to request you for permission to interview employees of your department using the Questionnaire copies attached. The information obtained is strictly for academic purposes and shall be treated with utmost confidentiality. For any clarifications kindly call Madeleine on 0720 683 661.

Thank you.

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Yours Faithfully,

**Madeleine Vugutsa Bunyoli**

## Appendix II: Questionnaire

You are invited to participate in this research on Role of HR Managers in Integration of Multigenerational Workforce in the Department of Lands in County Government of Nakuru, Kenya. The information you provide is meant for academic purpose only. Thank you for your willingness to participate.

### Section A: Background Information- tick (√) where appropriate

- |                               |                    |   |   |
|-------------------------------|--------------------|---|---|
| 1. Gender                     | Male               | [ | ] |
|                               | Female             | [ | ] |
| 2. Age Bracket                | 25 years and below | [ | ] |
|                               | 26 - 35 years      | [ | ] |
|                               | 36 - 45 years      | [ | ] |
|                               | 46 - 55 years      | [ | ] |
|                               | Over 55 years      | [ | ] |
| 3. Highest Level of Education | Certificate        | [ | ] |
|                               | Diploma            | [ | ] |
|                               | Degree             | [ | ] |
|                               | Masters            | [ | ] |
|                               | Doctorate          | [ | ] |
| 4. Work Experience            | Below 2 years      | [ | ] |
|                               | 2 - 5 years        | [ | ] |
|                               | 5 - 10 years       | [ | ] |
|                               | Above 10 years     | [ | ] |

**Section B: Mentoring Programs and Integration of Multigenerational Workforce**

Using the scale below, please indicate your level of agreement to the following propositions on mentoring programs and integration of multigenerational workforce.

**5 – Strongly Agree; 4 - Agree; 3 - Neutral; 2 – Disagree; 1 – Strongly Disagree**

		5	4	3	2	1
5.	Our department has formal mentoring programs for all employees to be effectively integrated					
6.	Mentors are usually older and more experienced individuals who guide other employees					
7.	HR managers often track mentoring arrangements in order to measure their effectiveness in employee integration					
8.	Mentoring programs enhance productivity and retention which are key in the integration process					
9.	Mentoring provides a bridge between various generations and enhance intergenerational communication					
10.	Mentoring programs are a key component of the knowledge transfer process in our department					
11.	The department has bridged intergenerational differences effectively through the use of mentoring programs and activities					

**Section C: Teambuilding and Integration of Multigenerational Workforce**

Using the scale below, please indicate your level of agreement to the following propositions on teambuilding and integration of multigenerational workforce.

**5 – Strongly Agree; 4 - Agree; 3 - Neutral; 2 – Disagree; 1 – Strongly Disagree**

		5	4	3	2	1
12.	Teambuilding creates a cohesive environment which is important for intergenerational workplace					
13.	Teambuilding enhances intergenerational collaboration and interaction opportunities					
14.	Our departments highlights mutual team goals and focuses on promoting effective intergenerational workforce					
15.	Teambuilding activities in our department are geared towards managing generational gaps					
16.	The activities undertaken in teambuilding focuses on adaptability of various generational needs					
17.	Teambuilding programs also integrates employee development needs with organizational needs					
18.	Teambuilding activities in our department uses effective communication tools geared towards a culture of commitment by all generations					

**Section D: Succession Planning and Integration of Multigenerational Workforce**

Using the scale below, please indicate your level of agreement to the following propositions on succession planning and integration of multigenerational workforce.

**5 – Strongly Agree; 4 - Agree; 3 - Neutral; 2 – Disagree; 1 – Strongly Disagree**

		5	4	3	2	1
19.	Succession planning process in our department involves identification, designation and notification of employees across all generations					
20.	HR managers often carry out major changes in job requirements, new skills and work values across generations					
21.	Succession planning creates a pool of high performing people at every leadership level irrespective of generations					
22.	HR managers design jobs that offer best learning and opportunities targeting all generations					
23.	HR managers have sufficient succession planning experiences and are cognizant of differences in attitudes between generations					
24.	HR managers are aware of intergenerational expectations and communicate well about organizational plans					

**Section E: Career Development and Integration of Multigenerational Workforce**

Using the scale below, please indicate your level of agreement to the following propositions on career development and integration of multigenerational workforce.

**5 – Strongly Agree; 4 - Agree; 3 - Neutral; 2 – Disagree; 1 – Strongly Disagree**

		5	4	3	2	1
25.	Our department identifies needs, aspirations and opportunities for employee development programs					
26.	HR managers target career development and implementation strategies which enhance generational integration					
27.	HR Managers often prepare employees of all generations so that they can move with the organization as it develops, changes and grows					
28.	Career progression amongst all generations in the departments occurs through advancements and promotions to positions of increased responsibility					
29.	Employees take a active role in their career planning and execution and the department provides opportunities for building skill sets which translates to higher productivity					
30.	Since various generations have different perspectives of the workplace, HR managers work towards enhancing commitment of the different generations.					



**Section F: Integration of Multigenerational Workforce**

Using the scale below, please indicate your level of agreement to the following propositions on Integration of Multigenerational Workforce.

**5 – Strongly Agree; 4 - Agree; 3 - Neutral; 2 – Disagree; 1 – Strongly Disagree**

		5	4	3	2	1
31.	Integration and inclusion of generations in the department has reduced recruitment challenges and skills shortages					
32.	The integration of multigenerational workforce at our department has led to improved employee satisfaction and retention					
33.	The integration process has led to employees providing better services to our clientele					
34.	The department provides equal opportunity for growth across all generations without any generational discrimination					
35.	The integration process in our department has fostered innovation and problem-solving skills					
36.	The department puts in more effort and money to ensure that diversity is effectively managed to have a successful outcome.					
37.	The HRM Act has some influence the relationship between HR managers and integration of multigenerational workforce					

***THANK YOU FOR YOUR COOPERATION***