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Република Северна Македонија
SS. CYRIL AND METHODIUS UNIVERSITY IN SKOPJE
Republic of North Macedonia

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LEVERAGING GENERATIONAL DIFFERENCES IN UNDERSTANDING THE WORKPLACE

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ABSTRACT

As diversity in age increases in the workforce, the newer generations are shifting values thus creating a new working environment. With many Generation Y members already in the workforce, managers are likely to be required to deal with the generational differences that appear to exist among employees.

In our research effort, we aimed at discovering what the new generation will bring and how it will affect work life. Our main struggle is to find out whether the various generational groups differ in the context of work centrality on one hand and how this impacts work engagement on the other, with a specific focus on generation Z.

For this paper, a sample of 204 respondents was gathered including various generational groups aged between 19 and 48 years. The questionnaire was made up of 3 different sections. Section A focused on the demographic information. Section B is related to work centrality, suggested by the Work Centrality Scale. Section C concentrated on work and well-being using the Utrecht Work Engagement Scale.

The results implicated the existence of a significant correlation between age and work engagement, as well as work centrality and work engagement.

Key words: generation gap, work-life balance, work centrality, well-being

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INTRODUCTION

The new era, especially the new millennium has triggered more interest in the workspace, questioning dynamics in an organization. Namely, the new work environment of today mingles more generations of workers than ever. Blending the input generations adds valuable diversity to the workforce, but it also adds complexity. Regardless of widespread attention on the topic of generations in the workplace, systematic research of the specific generational differences of work centrality considering employee commitment is partial. New generations bring new ideas, new behaviors, and new ways of looking at the issues with which we have been concerned for years (Anderson et al.,2017)

The concept of "work centrality" refers generally to the degree of importance played by work in one's life (Lim, Kim, 2014). People with a high level of work centrality report that they would continue to work after becoming eligible for retirement, or even if their financial situation would allow them to live comfortably without working (Arvey, et al.,2004). The interest in how generations work together has triggered recent empirical research discovering that work centrality is declining as new generations enter the workforce. These discussions eventually will help us understand the new working environment. Hence it is evident that work centrality shapes all activities by which an individual acquires knowledge, social skills, and values to fit the norms and roles needed for integration into a group such as a generational cohort. Research (Hirschfeld, Field, 2000) indicates that work centrality is a relatively stable belief that is not extremely sensitive to conditions of a particular work setting. We are living now in a world where new values are established and new generations especially reconsider their approach expecting more in sense of work-life balance, hence it the gradual decline in work centrality is evident even in Generation X. Whereas Generation Y, also known as Millennials, born between 1982 and 2002, have been part of the workforce for a short while, even more declining work centrality. The largest transformation in approaching the workforce agenda is expected at the very recent generation Z born roughly after the change of the millennium. Expectations are that Generation Z (also known as post-millennials, iGen, Gen 2020, Gen Zs) will even more dramatically lower work centrality more than ever before. Most of the research agenda and even more the agenda of HR departments is how to cope with the incoming new workforce asking for more flexibility, more balance, and requests for more. It has been said that work centrality being low, is an indication announcing declining job satisfaction, lower employee engagement, and higher turnover intention, thus affecting organizational performance. Hence work engagement has also triggered various discussions but it has very often been suggested that is positively related to work centrality.

Stressing the challenges that the workplace has faced due to the recent pandemic and has suggested a strong transition towards technological advancement in every segment. This has brought together and stressed the generational differences, with everybody copying quite differently with the situation.

In our research effort, we have aimed at discovering what the new generation will bring and how it will affect work life. Our main struggle is to find out whether the various generational groups differ in the context of work centrality on one hand and how this impacts work engagement on the other. A sample of 204 respondents was gathered including various generational groups. Data were gathered during the pandemic and this has naturally impacted the response and outcome.

LITERATURE REVIEW

Defining generations

The notion of generation is complicated and prone to the puzzling effects of age, life stage, and career stage (Rudolph et al. 2018). A generational group consists of individuals who share historical and/or social life experiences (Kupperschmidt, 2000; Smola & Sutton, 2002; Weston, 2006). Those common influential experiences form a collective personality that predisposes people of the same generation to similar expectations, and as a result, such life experiences are what tend to distinguish one generation from another (Patterson, 2007; Smola & Sutton, 2002).

Although some may argue that every person within a generation is unique, this concept does not take away from the uniqueness of the individual. However, the collective personality does influence the way members of a generation to live their lives, including feelings toward authority and organizations, their participation in and desires from work, and even how they plan to attain those desires (Kupperschmidt, 2000; Smola & Sutton, 2002; Weston, 2006).

A key factor that has an enormous influence on collective personality are critical events. Kupperschmidt (2000) states that a generation is an identifiable group of people who share similar birth years and thus, significant life events at critical stages of their development. The mutual events that the generation faces as a whole shape the generation itself and influence their attitudes and behaviors throughout their lifetime (Sullivan et al, 2009). Therefore, members of one generation are not only separated from other generations just by their birth years but also in the social and historical experiences that affect their overall psychological makeup. The process of forming the collective identity of a generation was proposed by Rogler (2002). He means that this identity can be achieved in the following sequences:

- important events such as disasters, wars, or revolutions challenge the existing social order and lay the foundation for the emergence of a new generation.
- these events have a stronger effect on the "coming-of-age" group than on other age groups coexisting during the same period because people tend to form value systems during the preadult years whereas the values of older generations are already solidified (McCrae et al., 2002).
- Additionally, this shared set of values and goals is supported by peers in the same generation and persists throughout adulthood (Kupperschmidt, 2000; Macky et al., 2008).

Baby boomers

By most sources, Baby Boomers are defined as a generation of people who were born between 1943 and 1965. The U.S. Census Bureau defines Baby Boomers as persons born between 1946 and 1964 (Tolbize, 2008). This generation is now reaching the mid to late part of their careers, some of them have already been retired. However, their influence is still very strong. This generation will reach the traditional retirement as a total approximately around 2033 (Callanan & Greenheads, 2008).

Baby Boomers were the first generation to emerge after World War II (WWII) and as a result of high birth rates between 1945 and the 1960s, this generation is densely populated (Lyonset al.,2007). There are many crucial events that Boomers witnessed and took part in both political as social, such as the Vietnam War, the civil rights riots, the Kennedy and King assassinations, Watergate and the sexual revolution (Bradford, 1963) as well as Woodstock (Adams, 2000) and the freewheeling '60s (Niemiec, 2000). This is predominantly when considering westernized or American culture All of those events lead to protesting against power and as a cause of that many of the individuals are now in leadership positions in numerous organizations (Tolbize, 2008). However, some commonalities are spreading around the world. When talking about the western developed world, the opportunities in this generation were strongly increased due to a strong post-WWII economy and they were brought up with the notion that hard work pays off (Sullivan et al., 2009). Although this could is often emphasized among American scholars still Europe is not falling far behind, even Eastern Europe having maybe a different setting but still, stability and prosperity a mostly in common for what seems unique situations.

Those circumstances lead this generation to develop the following characteristics: loyal, competitive and workaholics (Crampton & Hodge, 2007), achievement-oriented (O'Bannon, 2001), independent, in control of their destinies (Mitchell, 1998), respectful of authority (Allen, 2004), attached to organizations (Hart, 2006; Loomis, 2000), optimistic (Joy & Haynes, 2011) and materialistic (Eisner, 2005).

At work, they are team players, acknowledge the importance of their coworkers, and maintain good relationships with their supervisors (Shragay & Tziner, 2011). To add to that, they were found to be higher in self-reliance, hard work, and work centrality than younger generations (Meriac et al,,2010). Boomers are often confident at completing their tasks and maybe insulted by constant feedback although they want their achievement to be recognized(Glass, 2007). The downside of is this generation is that they are generalized to be technologically challenged and value their own space such as a private office.

Generation X

Generation X (also called Gen Xers) are often described as self-reliant, funloving, and independent (Chen, Choi 2008). The U.S. Census Bureau defines this generation as individuals born between 1968 and 1979. However, the upper limit of Generation X in some cases has been as high as 1982, while the lower limit has been as low as 1963 (Karp et al., 2002). The term Generation X spread into popular parlance following the publication of Douglas Coupland's book about a generation of individuals who would come of age at the end of the 20th century (Tolbize, 2008). Generation X was born in the age of economic uncertainty, recessions, high unemployment, inflation, downsizing, and high divorce rates. They are the first individuals predicted to earn less than their parents did. As a result of that, they are believed to be lacking in loyalty, focused on balancing their work and personal lives (Eisner, 2005), financially self-reliant, and entrepreneurial risk-takers (de Meuse, Bergmann, & Lester, 2001; Tulgan, 1995).

Unlike their Boomer counterparts, Xer was born into an unstable socioeconomic period and is not likely to show loyalty to a particular organization (Shragay & Tziner, 2011), although they have strong feelings of loyalty towards their family and friends (Karp et al., 2002). Furthermore, having workaholic parents, children were usually left home alone, also contributing to the independence of this generation (Johnson & Lopes, 2008). Gen X members are more likely to focus on family and quality of life, rather than putting their efforts into their careers (Patterson, 2007). However, that does not allude to that a decline in the importance of work is proportional to the willingness to work hard (Cole et al., 2002). This brings out the individualism of Gen X but also indicates that they are not solely 'me' oriented, but they seek to find a good balance between doing a good job and maximizing their own individual goals (Smola & Sutton, 2002).

In the workplace, generation X strives for more challenging work, a higher salary, or better benefits because they grew up in an era where organizational loyalty and commitment were not regularly rewarded with job security (Hays, 1999; Loomis, 2000). The research appears to support this assertion as Smola and Sutton (2002) found Gen Xers to be less loyal, more "me" oriented, expectant of promotion sooner than older generations, and less likely to view work as an important part of one's life. Furthermore, this generation has lower work centrality when compared to Boomers. (Meriac et al., 2010). In the workplace, they are also self-confident and dislike supervision (Shragay & Tziner, 2011). Therefore, Xers are more likely to move from job to job to improve their current work skills (Johnson & Lopes, 2008). They value continuous learning and skill development (Bova & Kroth, 2001), have strong technical skills (Zemke et al., 2000). They are results-focused (Crampton & Hodge, 2006), and are "ruled by a sense of accomplishment and not the clock" (Joyner, 2000). Xers naturally question authority figures and are not intimidated by them (The National Oceanographic and Atmospheric Association Office of Diversity, 2006; Zemke et al., 2000), are adaptable to change (Zemke et al., 2000) and prefer flexible schedules (Joyner, 2000). Money is not the key motivator for members of this generation, but the absence of money might lead them to lose motivation (Karp et al., 2002). People who were born in this generation are often characterized as cynical, pessimistic, and individualistic (Wong et al., 2008), impatient and quick to criticize (Joy & Haynes, 2011).

Millennials

Millennials are the latest and most dominant generation at this point. One element that impacted this generation is digital technology, being the first generation to have computers as part of their daily lives and thus having had a distinctive relationship with technology, that other generations lack (Sullivan et al., 2009). This factor has an immense impact on globalization therefore affecting millennials' values (Howe et al., 2000). Globalization led to the interconnection of vastly different cultures, as well as rapid changes. This factor makes millennials the most racial and ethnically diverse generation so far (Mitchell, 1998) and, as a result, they are thought to value diversity (Patterson, 2005). This also adds another perk of this generation, and that is their comfortability with change. As a result, they are less likely to seek job security as an important work factor (Wong et al., 2008).

Members of this generation were subjected to highly structured lives with little free time. Because of this, they are seen in the workplace as being "techno-literate" with high levels of self-assurance, while constantly searching for meaningful work and fulfillment in their jobs and careers (Johnson & Lopes, 2008).

Common characteristics that can be used to describe this generation are: being distrustful of organizations, having a strong desire for meaningful work (Ryan, 2000), holding lifelong learning as a high priority, and viewing family as the key to happiness (Mitchell, 1998), knowledge thirsty and technology savvy (Joy & Haynes, 2011). Gen Y-ers tend to be optimistic (Fernandez, 2009), open-minded and acquired to different cultures, deeply committed to authenticity and truth-telling (Leo, 2003; Raines, 2002).

Gen Y ranks at the top in many areas such as being the most affluent, educated, and diverse (Howe & Strauss, 2004). A study was done in 2006, at Beginning College, Survey of Student Engagement (UAO, 2006), indicates that students belonging to Gen Y view themselves as high-achieving and high-potential students. Additionally, 94% of these students described themselves as team-oriented and team-players. This survey also revealed that gen Y prefers a fun working environment, non-monetary perks as well as flexible hours are important (Cole et al., 2002). Additionally, they enjoy challenging experiences, valuing learning opportunities and skill development as well as enjoying collective action and social contact with their peers (Wong et al., 2008). This further proves that fostering a "team" mentality and environment is important for this generation because it provides a sense of acceptance and belongingness (Cole et al., 2002).

This generation is known for requiring instant feedback and constant guidance, not just once or twice a year, but as often as possible (Fernandez, 2009). This gives Gen Y the characteristic of being impatient, especially with tracking progress (Sujansky, 2004; Wood, 2006). Usually, organizations do not give immediate feedback and rewards, however, that might cause problems with Gen Y (Sujansky, 2004; Wood, 2006). Millennials have also been found to value leisure time more than other generations and work harder than Generation X (Meriac et al., 2010).

Generation Z

Moving into the new millennia young people who are now facing higher education-to-work transition, born with or after the Internet, have been dubbed “Generation Z” (or Gen Z) (Childers and Boatwright 2020). While Millennials remain the largest demographic in the United States, Gen Z will edge past them globally next year by half a percent, comprising 32 percent of the global population (Mondres, 2019). In comparison to other generations, Gen Zers are more open to technology making them more individualistic in learning, interpersonal interaction, and communication (Chicca Shellenbarger, 2018). Academic research on young adults has been very limited so far. Still, consensus exists about the environment in which Gen Z grew up and that it strongly supports the development of a specific configuration of preferences and expectations about work and the workplace (Pichler, et al., 2021). Gen Zers are more diversified and are more open to diversity than earlier generations. Being shaped strongly by technology, the pandemic has even stressed this to a larger scale. Hence Gen Zers have used technology to learn alone, and they are accustomed to solitary learning (Seemiller & Grace, 2016). This could greatly impact how Gen Z will perform in their jobs and how it will cope with organizational life in general.

Work centrality

Work values are evaluative standards relating to work or the work environment by which individuals discern what is ‘right’ or assess the importance of preferences (Dose, 1997). The concept of “work centrality” refers generally to the degree of importance played by work in one‟s life (Lim, Kim, 2014). One of the types of work values is work centrality.

Various authors have defined work centrality as:

- The degree of importance played by work in one’s life (Lim, V., & Kim, T., 2014).

- Representation of the respondents' attitude toward work in general—in other words, how important work is for a respondent as part of their everyday life and identity (Hajdu & Sik, 2018).
- An individual's belief about the importance that works plays in his or her life (Hirshfeld & Field, 2000).
- People who consider work as a central part of their lives identify strongly with work (Hirshfeld & Field, 2000).
- A concept that encourages employees to split work from other aspects of their lives and split time and energy between work and non-work-related activities. Those activities include family, friends, community, spirituality, personal development, etc. as in addition to the demands from the workplace. (Heathfield, n.d.).
- The degree of importance work plays in one's life (Paullay, Alliger, & Stone-Romero, 1994).
- If the level of work centrality is higher, that means that one identifies with one's work roles more closely and sees work as an important aspect of life (Diefendorff, Brown, Kamin, & Lord, 2002).
- The relative dominance of work-related contents in the individual's mental processes, as reflected in responses to questions concerning the degree of concern, knowledge, and interest invested in the work role relative to other activities and the individual's emphasis on work-related sub-identities (Mannheim, 1975).

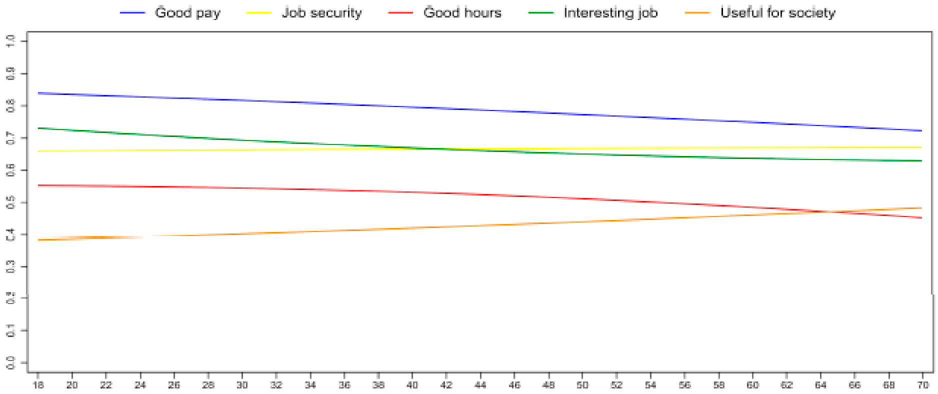
At a psychological level, the concept of organizational commitment is viewed as the psychological bond that a person has towards an organization and this bond can be observed through the way an employer responds to an individual's evaluation of their work environment (Joo & Shim, 2010). Work-life balance is a term that is usually used to describe the equilibrium between responsibilities at work and responsibilities outside paid work; to achieve this balance the equilibrium needs to be set in a position that is right for the individual concerned (Visser & Williams, 2006).

Viewed from a socio-political context, some studies have shown that in socialist societies people tend to show a low level of work centrality. A high level of government intervention will reduce the typical opportunities of the capitalist societies and it will discourage the focus on work. Therefore, fewer opportunities for career growth will lead to limitations of professional priorities that may arise in an individual's life (Gavriloaiei, 2016).

Although there are many ways of defining work centrality, it is not just a one-way factor. Many elements make up work centralities such as education, gender, religions, and others shown in the graph below. Furthermore, work centrality has an impact on work alienation, ethics, locus of control, discipline, and job involvement thus affecting the organization.

The degree of work centrality can be stable for shorter periods but tends to change over longer periods (Atchley, 1989). Even though age is a personal characteristic it is positively correlated to aspects of organizational commitment (Wang, Tolson, Chiang, & Huang, 2010). Firstly, the graph below is shown how different work values change between the ages of 18 to 70. This has a strong impact on work centrality since different generations belong at different specters of the graph.

Figure 2 Work values from age 18 to age 70

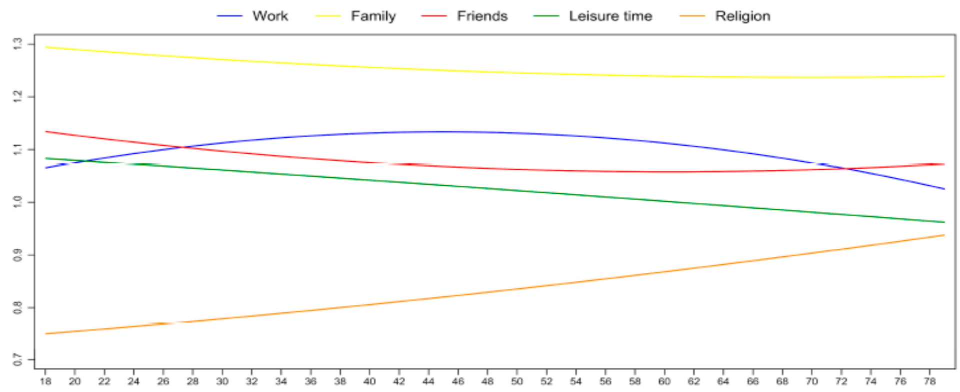


Source: Hajdu G & Sik E. (2018) *Age, Period, and Cohort Differences in Work Centrality and Work Values.* Societies, MDPI, Open Access Journal

The study done by Hajdu and Sik suggests that the relative importance of work is significantly higher in the middle-age groups than among the younger or older groups. Furthermore, the importance of having an interesting job, good pay, and good hours are decreasing with age, and that job security is equally important at every age, contrary to the importance of having a useful job which increases with age.

The graph below shows the balance of work and non-work-related activities (family, friends, leisure time, and religion) at different ages.

Figure 3 Importance of work, family, friends, leisure time, and religion between the ages of 18 and 78



Source: Hajdu G & Sik E. (2018) *Age, Period, and Cohort Differences in Work Centrality and Work Values.* Societies, MDPI, Open Access Journal

The graph shows that the centrality of work increases from age 18, reaching a peak around age 45, and decreases thereafter. This result is following a life-course concept of economic activity: since younger people are not yet an active part of the workforce and older generations are no longer involved in income-generating activities, it makes sense that their attitude toward the importance of work should be lower compared to those, for whom work plays a central role in forming their identity and for people in their active household and labor-market cycles (i.e., individuals entering the labor market, becoming adults, establishing a family, having children, etc.).

Furthermore, there is another study done by Jacqueline De Stefano that proves that there is variance amongst the work centrality that is due to generational differences.

Table 1 One-Way Analysis of Variance for Dependent Variable – Work centrality for generations Baby Boomer, Generation X, and Millennials

Dependent variable		M	SD	F	Sig.
Work centrality	Baby Boomers	3.36	.95	4.56	.01
	Generation X	3.43	.62		
	Millennials	3.04	.64		

Source: De Stefano J. (2012). *The Generational Divide: Understanding Work Centrality, Organizational Commitment, and Communication Satisfaction.* Concordia University. Montreal, Quebec, Canada. pp. 36

This research found that the average score for Millennials (M = 3.04, SD = .64) was significantly different from those of Generation X (M = 3.43, SD = .62). However, no differences were found between Millennials and

Baby Boomers (*M* = 3.36, *SD* = .95) or between Generation X and Baby Boomers.

Lastly, there is one more study done by Sakshi Sharma researching the work centrality of doctors that proves the correlation between age and work centrality (WCEN, r = .33; correlation is significant if r>0.01). Furthermore, this study also tests work centrality in two groups: ‘below 30’ and ‘31 and above’. The results indicate a higher level amongst doctors of the second group (higher age group). One explanation for higher work centrality amongst the second group is the amount of time that is devoted to career development, as well as the need for financial stability. (Kostek, 2012).

An organization needs to measure an individual’s organizational commitment. Higher levels of employee engagement are associated with reduced absenteeism, greater employee retention, increased employee effort and productivity, reduced error rates, increased sales, higher profitability, enhanced customer satisfaction and loyalty, faster business growth, and a higher likelihood of business success. Galpin et al. (2006). Work centrality evolves to a great range around these aspects, i.e. indicates how much the employment or job consumes one individual, whether it is central or only one part of one’s life.

Although there will always be individuals that show a low level of work centrality, there are different ways in which organizations can accommodate a less work-centric individual such as include flexible work schedules and work from home options just to name a few.

METHODOLOGY

Research design

The study was conducted to investigate work centrality in the context of generation Z. Various research attempts assessed the work centrality in terms of antecedents (such as age, gender, education, occupation, age, received benefits) and consequences (such as job satisfaction, number of worked hours, organizational commitment, work engagement). In this research, we aimed to test the relation between work centrality and affiliation to various generational groups.

Data was gathered from June 2021 until September 2021. The 204 participants are aged between 19 and 48 years (M = 23.38 and SD = 6.2), of which 25.5% males and 75.5% females; education: high school 59.8%, Bachelor degree 38.2%, master degree or Ph.D. 2%. Over 40% are in their twenties born around 2001 and over 90% are born between 1982 and 2002. Of 204 respondents 68.6% are employed

The questionnaire was made up of 3 different sections. Section A focused on the demographic information of the respondents with items such as age, gender, race, educational level, present position, level of management, and working experience. Section B had items related to work centrality, suggested by the Work Centrality Scale (Paullay, Alliger, & Stone-Romero, 1994) Section C concentrated on work and well-being, i.e employee engagement is measured using the Utrecht Work Engagement Scale (UWES) developed by Schaufeli et al. (2002). All of that used a 6-point Likert Scale, with a value of 1-Strongly Disagree, 2-Disagree, 3-Slightly Disagree 4-Slightly Agree, 5-Agree, and 6- Strongly Agree.

RESULTS

The dominant generational cohort within our research consists of millennials. However, if we consider that many scholars tend to argue that millennials could be considered those born between 1982-1994 (Baker, Hastings, 2016), this could vastly impact our results. Bearing in mind that over 60% of the sample are born in the years 2000 and 2001. Considering the overall female-dominated sample, an average age of 23.3 of mainly employed (with over 68%) we could claim to have a solid representation especially of the new workforce starting to engage in professional life. The results provided on this occasion have implicated an insignificant correlation between age and the work centrality aspects which were close to zero. Still considering the Pearson correlation offers only scattered implications related to the results provided.

Hence it implicates the necessity to widen our research and consider more structured results and hence a more structured sample. This rises from the results which implicated that there is a significant correlation between age and work engagement, as well as work centrality and work engagement with a moderate coefficient of 0.311 and 0.343. These results imply that further investigation should be performed and that indeed it should be considered that age and in that sense generational cohort only indirectly impacts work engagement.

CONCLUSIONS

The workplace is complex and changing, even more, challenged by the recent pandemic. This research effort addresses the generational differences of work centrality and employee involvement and how they vary among various generations in the workplace. The findings indicate there are not statistically significant generational cohort differences regarding work centrality but significant generational differences regarding employee engagement as well as work centrality and work engagement. As the expected departure of Baby Boomers, but also by the arrival of younger workers entering the workplace who will be the future leaders is greatly anticipated and discussed. There is great certainty that the new ways of the world will remain unchanged after the pandemic. This entails how work is organized, how employees communicate with each other, hence therefore it is of great importance to adapt to these changes. Still, one thing remains that is personal and organizational performance outcomes being pretty dependent on successful strategies that encourage work centrality and foster employee engagement. This offers an opportunity to advance the practices by linking employee engagement to guidelines for evidence-based practice grounded in theory and research. Hence this research effort should suggest widening and acquiring additional information about generational cohorts also in non-westernized settings since the world has become "smaller" in the sense that teams communicate from various geographical locations. As generational groups are strongly influenced by important events a pandemic is an event that definitely will bring forward the need for understanding the "new normal" workplace.

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КОРИСТЕЊЕ НА ГЕНЕРАЦИСКИТЕ РАЗЛИКИ КАКО ОСНОВА ЗА РАЗБИРАЊЕ НА РАБОТНОТО МЕСТО

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Апстракт

Работната сила бележи зголемен диверзитет во однос на возраста. Тоа се јавува како резултат на новите генерациски групи кои се вклучуваат, но истите со себе носат и низа промени во организациските вредности и работните навики. Тоа ги принудува менаџерите да го променат начинот на работење, така што ќе биде приспособен на генерациските разлики кои постојат помеѓу вработените.

Ова истражување имаше за цел да ги открие промените што новите генерации ги носат со себе во организацијата и како тие влијаат на работниот живот. Клучниот проблем што целеше да го реши е дали генерациските групи се разликуваат во однос на централноста на работното место и да се открие како тоа влијае на работниот ангажман. Специфичен фокус беше ставен на генерација З, како иден предизвикувач на промени на работното место.

Примерокот искористен за ова истражување се состоеше од 204 учесници од различни генерациски групи, на возраст помеѓу 19 и 48 години. Прашалникот се состои од 3 различни делови. Делот А се фокусира на демографските информации. Делот Б ја истражува централноста на работното место според Скалата на работна централност. Делот В се концентрира на работата и на благосостојбата на работното место.

Резултатите покажаа меѓузависност помеѓу возраста и работниот ангажман, како и помеѓу централноста на работата и работниот ангажман.

Клучни зборови: генерациски разлики, централност на работно место, благосостојба на работно место.