The relationship among generational cohorts, tenure, job categories, and employee readiness for organizational change in a healthcare environment: A Quantitative Study

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Dedication

I dedicate this dissertation to my Lord God, Jesus Christ, who has provided me with faith, strength, and a loving family, without whom I would not have been healed from cancer or achieved anything in life, let alone this doctoral degree. With gratitude, I dedicate this effort of my learning to the memory of my late grandmother, Nana Grace Yawa Darkey, The Queen Mother of Peki Avertile, Ghana. (Màmá, I kept my promise and achieved this doctoral degree. I will never stop learning. Thank you, Màmá.) And to my wife Tiffani (your love and devotion encouraged me to achieve my dreams); my two extraordinary sons, Jeremiah and Jonathan with the hope that they understand that learning never ends even with life's many obstacles; and that faith in the Lord God, Jesus Christ and obedience to Him is life's greatest achievement. This study is dedicated to those teachers who inspired me to love learning, specifically, my high school English teacher and "adoptive" mother, Susan Rawlston: words cannot express how grateful I am to you for seeing the best in me, supporting me through all my educational endeavors, and standing by me as I fought and won my battle with cancer. Finally, just as important, this study is dedicated to those who were not teachers but taught me something about life or something about myself.

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ABSTRACT

Internal and external factors constantly influence and pressure healthcare organizations to adapt, change, or respond to changes in the modern global business environment. When facing the challenge of change initiatives, healthcare organizations depend on the flexibility of employees to successfully navigate the change process as there is the expectation that their employees will be ready for a change. Extant literature, however, suggests that more than 70% of change initiatives undertaken by businesses fail, and the high cost of failure is due to the resistance of employees to change and their lack of change readiness. With continued interest by healthcare organizations to understand how to navigate the organizational change process and the growing generational diversity in the modern work environment, this study evaluated the relationship of generational diversity on employees' readiness for organizational change; the purpose of this study is to determine if there is a relationship among generational cohorts and change readiness. This research also examined the relationship of employee tenure and position and their interactive effects with generational cohorts to moderate readiness for change. Results indicate that a positive relationship exists between generational cohort characteristics, tenure, position category, and the dimensions of change readiness. The positive relationships, however, were not statistically significant between variables.

CHAPTER 1- INTRODUCTION

Technological advancements, a changing workforce, the lack of change readiness, competitive pressures, and globalization are among factors which contribute to the need for change to be planned, initiated, and implemented within organizations, a process that requires engagement from all organizational members and allows companies to compete (Abdel-Ghany, 2014; Stouten, Rousseau, & Cremer, 2018). Organizations often struggle to create successful and sustainable change although change inevitably impacts organizational viability (Armenakis, Harris, & Mossholder, 1993; Kotter, 1996; Stouten, Rousseau, & Cremer, 2018). Organizational change (OC) "represents the conversion of the dominant culture of the organization to a more flexible, complex, and multi-level culture" (Caliskan & Isik, 2016, p. 405). Change is exercised when an organization deliberately alters its activities from a present state to a future state, defined by the difference in the form, quality, or state of an organization; the planned and unplanned process of altering the way things are done in organizations can be incremental, radical, or transformative (Beer & Walton, 1987; Poole, 1998; Stouten, et al., 2018; Van de Ven & Poole, 1995).

Benzer, Charns, Hamdan, and Afable (2017) argue that the concept of organizational change is difficult to define and is, therefore, contextualized on an organizational level. However, organizational change is explained by the change in individuals within the organization (Abdel-Ghany, 2014) and influenced by individual-level readiness for change (Benzer, et al., 2017). Armenakis et al. (1993) and Bouckenooghe, Devos, and Broeck (2009) found that the response to change informs an employees' readiness for organizational change. The readiness for organizational change

predicts behaviors such as ambivalence, support, or resistance (Armenakis et al., 1993; Oreg & Sverdlik, 2011), and negative responses such as resistance to change have been attributed to the significantly high rate of organizational change failures. Burnes (2004) concludes, as a result of a literature review, that change failure rate, as a result of organizational change resistance, is higher than 70%. Decker, Durand, Mayfield, McCormack, Skinner, and Perdue (2012) confirmed this argument with the assertion that the rate of change failure is much closer to 93%. Since organizational change provokes adverse reactions among members of an organization and indicates a lack of readiness for change, the changing generational diversity of the modern workforce presents an additional dimension to change resistance and change failure (Higgs & Rowland, 2005; Kotter, 1996; Warrick, 2009). Research (Armenakis et al., 1993; Benzer, et al., 2017; Bouckenooghe et al., 2009; Stouten, et al., 2018; Oreg, Vakola, & Armenakis, 2011) confirms that employee readiness for change remains a persistent problem for organizations to address.

Researchers in the field of management have been increasingly examining employees' readiness for change and how their responses impact organizational change initiatives (Bouckenooghe et al., 2009; Kotter & Cohen, 2002; Shin, Taylor, & Seo, 2012; Stouten, et al., 2018). Additionally, the attitudes of the employee towards change implementation and the readiness of change in a multifaceted acute care hospital have been studied (Sharma, Hernschmidt, Claes, Batchnick, De Geest, & Simon, 2018). In this chapter, the background and purpose of the study are presented, as well as the related research questions and the hypotheses. A definition of frequently used terms and an explanation of acronyms that are used in this study are provided, and the assumptions and

limitations of the study are discussed. The significance of the study and the researcher's perspective are also presented.

Background of the study

Change readiness is a critical component of organizational development and growth. The advent of external forces makes it difficult for organizations to manage change initiatives to ensure success. Some studies in existence suggests that more than 70% of change initiatives fail, resulting in the loss of billions of dollars in operation capital annually; failure is attributed to the lack of employee readiness and resistance to the initiated changes (Bateh, Casteneda, & Farah, 2013; Burke, 2013; Burnes 2004; Higgs & Rowland, 2005; Kotter, 1996; Miller, 2002; Pellettiere, 2006; Strebel, 2009; Warrick, 2009). Besides the negative responses exhibited by employees towards change, external factors such as technological advances, political mandates and policies, cultural shifts, and emerging generational diversities placed an undue pressure on companies in a state of continuous change (Axley & McMahon, 2006; Becker, Lazaric, Nelson, & Winter, 2005; Choi & Ruona, 2011; Vakola & Nikolaou, 2005). Further, some studies assert that employee resistance to change is impacted by responses predicated upon behaviors such as indifference towards the proposed change or outright resistance to the change. Another characteristic, such as the employee's support of change initiatives, is a predictive behavior that helps to inform the readiness for change (Armenakis, Harris, & Mossholder, 1993; Lamm & Gordon, 2010; Oreg & Sverdlik, 2011; Van Egeren, 2009).

The high cost of change initiative failures and the resistance to change is an incessant organizational issue to be resolved, demonstrating the lack of readiness for organizational change (Oreg, Vakola, and Armenakis, 2011). Organizational change

initiative failures have been attributed to the employees' resistance to change and have been linked to unreadiness for change (Armenakis et al.,1993; Bouckenooghe et al., 2009; Lamm & Gordon, 2010; Oreg & Sverdlik, 2011); as a result, management researchers have begun to study individual-level readiness for organizational change and change implementation across various industries (Choi, 2011; Sharma, et al., 2018). Bouckenooghe et al. (2009) declare that the change readiness phenomena have been investigated traditionally from a management perspective by organizational leaders and management researchers. Further, organizational change has been studied from a management perspective, and failures of change initiatives have been attributed to the organizational leadership's ability to manage the change process (Bommer, Rich, & Rubin, 2005; Caliskan & Isik, 2016; Nohe, Menges, Zhang, & Sonnatag, 2013). Recently, new areas of research have been examining the role that generational cohorts might play in employees' readiness for organizational change initiatives in healthcare environments (Ludviga & Sennikova, 2016; Sharma, et al., 2018).

Some literature has shown that five personality traits—personality, agreeableness, conscientiousness, emotional stability, and intellect— inform human behavior and provide a framework for organizing human characteristics (Armenakis et al., 1993; Goldberg, 1993). These personality traits have been linked to human behavior or characteristics (Armenakis et al., 1993), and employee behavior has been linked to organizational change success. As such, there has been considerable interest in studying the relationship between personality traits and employee behavior such as resistance to change and readiness for change. However, there is little emphasis on examining the behavioral response of generational cohort characteristics as they relate to organizational

change or readiness for organizational change in the extant literature. For example, a study by Bourne (2015) is among the limited literature that investigated the relationship between generational cohorts and their response to organizational change. Additionally, the study by Sharma, et al. (2018) provides limited research to investigate the organizational change readiness in acute care healthcare systems. The limited research of Bourne (2015) and Sharma, et al. (2018) revealed gaps in the readiness for organizational change literature. With the changing workforce in today's work environments and the persistent lack of change readiness (Bouckenooghe et al., 2009; Bourne, 2015), these gaps present the opportunity to extend the existing literature on readiness for organizational change and the generational cohort behavioral response to organizational change by examining the phenomenon among a sample of healthcare employees with different positions and tenure levels.

Statement of the research problem

Organizational change initiatives fail due to employee resistance and the lack of readiness for change (Bouckenooghe et al., 2009; Burnes, 2004). These studies have examined the relationship between the readiness for change of an organization's workforce and the success of change initiatives. Some existing literature on the topic of organizational change suggests that resistance to change is a behavioral response ambivalently manifested in support of or outright resistance to the change initiatives (Armenakis et al., 1993; Lamm & Gordon, 2010; Oreg & Sverdlik, 2011; Van Egeren, 2009). The principles of readiness for change theory indicates that when employees are ready for change, they will be better prepared for it and more likely to support the

initiated change (Armenakis et al., 1993). However, how different generations react and respond to change is not yet fully known.

Armenakis & Harris (2002) argue that the organizational readiness for change is highly dependent on the change readiness of the individual members of an organization's workforce. Further, Weiner (2009) asserts that experience is a contextual factor which might influence the valence for change which can be driven by position, tenure, or peer influence. Cohen (1991, 1992) asserts that there is a moderating effect of employee tenure and position groups on organizational commitment and outcomes. As such, this study seeks to determine the moderating effects of tenure and position groups on the generational cohort's readiness for change. Moreover, there is a persistent change in the workforce demographics of many organizations, a continued initiation of change processes to ensure organizational success, and a consistently high rate of change failures—a ubiquitous problem which presents the lack of understanding about how increased generational cohort diversity uniquely impacts organizational change initiatives across all industries and locations (Burnes, 2004; Decker, et al., 2012; Lesser and Rivera, 2006).

Although several studies focused on personality traits and readiness for change and the cultural character of generations, little is known about the relationship among generational cohorts and their readiness for organizational change. Since readiness for change is multi-faceted and categorized into the three dimensions of cognition, emotion, and intention (Bouckenooghe et al., 2009), the lack of literature on the generational cohorts' readiness for change and burgeoning generational diversity of the modern workforce presents an opportunity to extend discussion on the topic. The lack of a

successful organizational change model to significantly impact the service outcomes of the healthcare industry continues to emerge, although the industry undertakes many organizational change initiatives (Bigelow & Arndt, 2005; Sharma, et al. (2018).

The cognitive, emotional, and intentional contextual factors of change readiness can be expected to covary among organizational members (Weiner, 2009). As such, the relationship between generational cohorts' cognitive, emotional, and intentional behaviors toward change readiness requires further study. Additionally, Weiner (2009) suggests that healthcare systems, community health centers, and specialty medical practices hold an appeal for studies to be undertaken to test the theory of organizational readiness for change. The problem that supported this study was the lack of understanding of whether or not different positions and tenure levels impact the characteristics of generational cohorts on readiness for change. This current study seeks to understand these factors and their interaction to influence generational members' readiness for change in a healthcare climate. To further narrow the scope, the study focused on the mediated variables of position and tenure levels of organizational members to ascertain if the length of employment or the position held has any relationship to change readiness since these are contextual factors that might explain readiness for organizational change (Weiner, 2009).

Purpose of the research

The purpose of this quantitative study was to determine how tenure levels and position categories influence generational cohorts' readiness for organizational change in the healthcare industry at healthcare systems across the Southeastern United States. The healthcare sector in the Southeast and the United States is undergoing change with the

emergence of Electronic Medical Records, new regulatory policies and guidelines, and the need to adapt to the increasing generational diversity of the modern workforce (Hill & Powell, 2009). The healthcare industry is becoming a precision-based industry, transitioning from population-based care to personal-based care. The healthcare service climate is challenged by the emergence of patient consumerism, and executives are under pressure to provide better, faster, and cheaper care (Hill & Powell, 2009; Himmelstein, Woolhandler, Almberg, & Fauke, 2018; Sharma, et al., 2018). As healthcare systems continue to struggle to manage these challenges, the success of the industry is dependent on the ability of managers to develop the capacity to lead these disruptions and empower employees to be ready for a change. The purpose of this quantitative exploratory study seeks to:

a) extend the research on the readiness to change and add a generational dimension to existing studies that highlight the behavioral response to change;
b) seek clarification of any influence that generational cohort characteristics have on the response to organizational change by change recipients; and
c) determine if position categories and tenure moderate the relationship of generational cohorts on the readiness for organizational change among actively employed adults (≥18 years old) in healthcare organizations in the Southeastern States of the United States.

In times of change, interpersonal interaction among employees and their superiors is highly valued, making the nature of such relationships important in shaping the support for change (Bouckenooghe, De Clercq, Deprez, 2014). The present study rests on the

individual level process-of-change factors that hinge on the cognitive, emotional, and intentional dimensions that have been shown to inform employees' behavior regarding readiness for change (Bouckenooghe et al., 2009). Additionally, this study focused on four of the five current generations (Baby Boomers, Generation X, Generation Y, and Generation Z), as these groups constitute most of the modern workforce. Lancaster & Stillman (2002) argue that different generations have varying reactions and responses to organizational events because of contrasting value systems. These generational differences require organizational leadership to devise strategies which encourage readiness and commitment to change (Lancaster & Stillman, 2002). The fifth generation, the Traditionalists, born between 1925 and 1945, was not included in this study because they have reached retirement age (Tulgan, 2004).

Mowday, Porter, and Steers (1982) indicated that individuals behaviorally have a higher initial commitment to an organization, but after that engage in behaviors that enhance their performance and positional level within the workplace; tenure is most effective when categorized into career stages and examined with the age difference of employees (Wright & Bonett, 2002). This assertion indicates that there is a possible effect of an employee's commitment and readiness to engage in change initiatives as it relates to the position category or tenure level. The problem presented seeks to understand the interactive effects of tenure, job category, generational cohorts, and readiness for change. This study would clarify whether or not tenure and job category moderate the correlational relationship of generational cohorts on readiness for change. Therefore, the problem for this study was the lack of understanding of how tenure and job

category moderate the correlational relationship of generational cohorts on readiness for change.

Research question and hypotheses

This study seeks to discern the interaction of tenure and job category with generational cohorts to moderate employees' readiness for organizational change. The omnibus research question is: *Controlling for the moderating effects of tenure (TE) and Position category (POC), What is the relationship between generational cohorts (GENCO) and employee readiness for organizational change (ROC) in a healthcare environment?* The question is rooted in the theory of generations (Mannheim, 1952; Strauss & Howe, 1991) and organizational change readiness theory (Armenakis et al., 1993; Bouckenooghe et al., 2009). Generation theory suggests that people are significantly influenced by their socio-historical environment (Mannheim, 1952). Furthermore, literature has shown that generational cohort characteristics explain the individual behavioral response to organizational change (Becton, Walker, Jones-Farmer, 2014; Van Egeren, 2009). Change readiness theory posits that people inherently resist change when and if they are not prepared for the change (Armenakis et al., 1993; Bouckenooghe et al., 2009; Kotter, 1996). The research questions, sub-question, hypotheses, sub-hypotheses were generated as follows:

The Omnibus research question and hypothesis

> **RQ0:** What is the relationship between generational cohorts (GENCO) and employee readiness for organizational change (ROC) in a healthcare environment when moderated by tenure (TE) and position category (POC)?

H0: There is no statistical relationship between generational cohorts and Employee readiness for organizational change in a healthcare environment when moderated by tenure and position category.

The omnibus research question implied that two questions could be derived to investigate the phenomena and require the use of correlation statistical analysis. First, the correlation statistical tool was used to assess the linear relationships among the four generational cohorts of healthcare employees and their readiness for organizational change. Second, the correlation analysis was used to estimate the relationship between the moderated variables of tenure, position category, and generation cohorts on employee readiness for organizational change. Thus, the implied questions and hypotheses from the omnibus research are as follows:

RQ_1: What is the relationship between generational cohorts and employee readiness for organizational change?

H_{01}: There is no statistically significant relationship between generational cohorts and employee readiness for organizational change.

RQ_2: What is the relationship among tenure, position category, generational cohorts, and employee readiness for organizational change?

H_{02}: There is no statistically significant relationship among the variables of tenure, position category, generational cohorts, and employee readiness for organizational change.

To answer the first question, a correlation analysis was used to investigate the relationship between the different generational characteristics of healthcare employees and their readiness for organizational change. The following are sub-questions (**RQ_{S1a} – RQ_{S1d})** and null sub-hypotheses (**H_{0S1a}** – **H_{0S1d}**) for the first research question.

RQ_{S1a}: What is the relationship between Baby Boomer characteristics and employee readiness for organizational change?

H_{0S1a}: There is no statistically significant relationship between Baby Boomer characteristics and employee readiness for organizational change.

RQ_{S1b}: What is the relationship between Generation X characteristics and employee readiness for organizational change?

H_{0S1b}: There is no statistically significant relationship between Generation X characteristics and employee readiness for organizational change.

RQ_{S1c}: What is the relationship between Generation Y characteristics and employee readiness for organizational change?

H_{0S1c}: There is no statistically significant relationship between Generation Y characteristics and employee readiness for organizational change.

RQ_{S1d}: What is the relationship between Generation Z characteristics and employee readiness for organizational change?

H_{AS1d}: There is no statistically significant relationship between Generation Z characteristics and employee readiness for organizational change.

The following are sub-questions **(RQ_{S2a} – RQ_{S2b})** and sub-hypotheses **(H_{AS2a} – H_{AS2b})** for the second research question. The relationship of the four position categories and tenure levels and generational cohort characteristics were correlated with the readiness for organizational change dimensions of hospital employees. The sub-questions and sub-hypotheses are as follows:

RQ_{S2a}: What is the relationship among tenure at the 0-to-2 level, 3-to-5 level, 6-to-8 level, 9+ level, generational cohorts, and employee readiness for organizational change?

H_{0S2a}: There is no statistically significant relationship among the variables of tenure at the 0-to-2 level, 3-to-5 level, 6-to-8 level, 9+ level, generational cohorts and Employee Readiness for Organizational Change.

RQ_{S2b}: What is the relationship among the position categories of medical support staff category, administrative staff category, specialty and ancillary service staff

category, data management and other position categories, generational cohorts, and employee readiness for organizational change?

H_{0S2b}: There is no statistically significant relationship among the variables of position category at the medical support staff category, administrative staff category, specialty and ancillary service staff category, data management and other position categories, generational cohorts, and employee readiness for organizational change.

These sub-questions and sub-hypotheses imply the use and involvement of the correlation statistical test mentioned above. A correlation test is useful when examining the relationship between two or more normally distributed interval variables (Field, 2009; Laerd, 2013). As such, the correlation analysis was used to investigate the linear relationship between generational cohort characteristics and readiness for organizational change. Additionally, a correlation analysis was used to predict the value of one variable based on the value of one or more other variables (Field, 2009; Laerd, 2013). The correlation analysis was used to assess if there is a relational direction of the employee's position category, tenure, and generational cohort characteristics on readiness for organizational change. Per Field (2009) and Moore (2001), correlational analysis is useful and appropriate when investigating the direction and strength of the linear relationship between measurable variables.

Definition of terms

Employee readiness for organizational change can be categorized into three distinct groups: intention, cognition, and emotion, and are explained by an employee's perceived understanding of the change, their attitudes towards that change, and their intended behavior towards the proposed change (Armenakis et al., 1993; Bouckenooghe et al., 2009; Holt et al., 2007). This study focuses on the difference of generational

cohorts, their readiness for change, and the impact of tenure and position category levels. The following definitions, operational definitions, and acronyms are used in this study.

Ambivalence: The negative and positive attitude manifested as a reaction towards an event (Oreg & Sverdlik, 2011).

Baby Boomers: Individuals born between the years 1946 and 1964 (Dimock, 2019; White, 2006; Jefferies & Hunte, 2004).

Continuous change: A constant, gradually developing, and increasing change without a defined end state which involves freezing, rebalancing, and refreezing (Szabla, 2007; Weick & Quinn, 1999).

Episodic change: The intentional changes that are infrequent, deliberate, irregular and involve the concept of unfreezing, transitioning, and refreezing (Lewin, 1947; Weick & Quinn, 1999).

Employee readiness for organizational change (ROC): The attitudes, beliefs, and intentions of employees which predict behaviors such as resistance to, or support of, organizational change initiatives (Armenakis et al.,1993; Holt et al., 2007).

Generation X: Individuals born between the years 1965 and 1980 (Dimock, 2019; White, 2006; Jefferies & Hunte, 2004).

Generation Y: Individuals born between the years 1981 and 1996 (Dimock, 2019; White, 2006; Jefferies & Hunte, 2004).

Generation Z: Individuals born between the years 1997 to the present. A chronological endpoint has not been set for this age group. However, this study follows

the age range proposed by the pew research center (Dimock, 2019; White, 2006; Jefferies & Hunte, 2004).

Generational Cohort: "A group whose length approximates the span of a phase of life and whose boundaries are fixed by peer personality." (Strauss & Howe, 1992, p.60)

Generations: A group of individuals who share a range of birth years, personality traits, and life experiences. (Lancaster & Stillman, 2002).

Organizational Change (OC): The planned and unplanned process of altering the way things are done in organizations (Van de Ven & Poole, 1995)

Readiness for change: See also Employee Readiness for Change.

In addition to "Readiness for Change" and Employee Readiness for Change, the terms "Change Readiness," "Employee Readiness," and "Employee Readiness for Organizational Change" are used interchangeably throughout this study. Further, the terms Generations and Generational Cohorts are also used interchangeably. Finally, Generation Z and iGeneration (iGen) are also interchangeable terms.

Operational definitions

The following are operational definitions for readiness for change, generational cohorts, tenure, and position categories.

The operational definitions of the employee Readiness for Organizational Change (ROC) variables are:

a) ***Intentional readiness for change***: This is the extent to which employees are prepared to exert energy to effectuate the change process.

b) ***Cognitive readiness for change***: This is composed of the inherent beliefs and thoughts employees hold regarding the change to be undertaken.

c) ***Emotional readiness for change***: This captures the feelings or emotional states of the employees toward change. (Armenakis et al., 1993; Bouckenooghe et al., 2009; Holt et al., 2007).

The operational definitions of the generational cohort variables are (GENCO):

a) ***Baby Boomers*****:** The Baby Boomer generation includes individuals born between the years 1946 to 1964, age 55 to 73;

b) ***Generation X*****:** Generation X is composed of individuals born between the years 1965 to 1980, age 39 to 54;

c) ***Generation Y*****:** The Millennial generation include individuals born between the years 1981 to 1996 age 23 to 38;

d) ***Generation Z*****:** The iGen or Centennial generation is composed of individuals born between the years 1997 to later, age 18 to 22. (Dimock, 2019; White, 2006; Jefferies & Hunte, 2004).

The operational definitions of the Position Categories and Tenure variables are:

a) ***Position Categories (POC)***: Area in which individuals perform job functions

   i. Medical Support Staff – Doctors, Nurses, and Technicians

   ii. Administrative Staff – Executives, Managers, Supervisors, Finance, Human Resources, and organization operations staff

   iii. Specialty and Ancillary Service Staff – Laboratory, Cardiology, Customer Service, Housekeeping, food services, and other lay staff.

   iv. Data Management and Other Staff – IT, HIM, and other organizational personnel not mentioned above.

b) ***Tenure (TE)***: Number of years worked at the Organization

   i. 0-to-2 years

   ii. 3-to-5 years

   iii. 6-to-8 years

   iv. 9+ years

Acronyms

BABO – Baby boomer generation

CRC – Cognitive readiness for change

ERC – Emotional readiness for change

GENCO – Generational cohorts

GENX – Generation X

GENY – Generation Y

iGEN – Generation Z

IRC – Intentional readiness for change

POC – Position category

ROC – Employee readiness for change

TE – Tenure

DV – Dependent variable

IV – Independent variable

MV – Mediating variable

Assumptions, Limitations, and Delimitations

This study rested on assumptions that are theoretical, topical, and methodical:

Theoretical assumption. Per generation theory, generational cohorts identify specific behaviors, feelings, and thoughts that are formative to experiences (Mannheim 1952). The concept of employee readiness for change theory maintains that resistance to change occurs when employees are not ready for a change. This study examines the relationship between generational cohorts and employee readiness for organizational

change. The assumption is made that the theories that guide this research are appropriate for the study.

Topical assumption. The current literature on change readiness suggests that employees must be ready for the change if change efforts are to be successful. The lack of readiness for change is often manifested in characteristic behaviors such as resistance, cynicism or ambivalence (Armenakis et al., 1993). Further, Bouckenooghe et al. (2009) assert that there is a high cost associated with the behavior of employees toward change initiatives. As such, there is continued interest by organizations to understand the dynamics of organizational change. With increasing generational diversity in the workforce, it is assumed that organizations would want to know whether or not generational cohorts inform the behavior of employees toward change initiatives, and whether or not job categories and tenure improve or discourage employee readiness for organizational change. It is assumed that this study will expand the understanding of organizations on whether or not generational differences impact the readiness for change in employees. It is also assumed that healthcare leaders would be able to assess their organization's readiness for change with the information presented in this study.

Methodological assumptions. This study will investigate the relationship among generational cohorts and their readiness for change. The study will also examine the direction and strength of the linear relationship of tenure and position categories of generational cohorts on employee readiness for change. Since a correlational analysis is applied to this study, it is assumed that the correlation analysis procedures that will be used in this study are appropriate because correlation is useful for examining the relationship of two or more variables for statistical significance and is valid for observing

linear relationship between the variables by analyzing the correlation coefficients (Field, 2009; Laerd, 2013; Moore, 2001). It is also assumed that the samples were representative of the healthcare population and inference can be made about the change readiness of employees, that the instruments of measurement were appropriate for capturing necessary information, and that the study participants were honest in their responses.

Limitations and delimitations. There are limitations associated with the use of surveys to gather data from large populations even though they are an appropriate methodology for research. As a limitation, the data collected are only accurate to the extent that study participants are honest and understand the questions when reporting their answers. Since the healthcare sector—particularly the hospital and medical facility environment—is vibrant and dynamic, it may be challenging to obtain responses from all positions of healthcare employees, and the results may not be representative of all healthcare environments. Nevertheless, the study is delimited to healthcare systems employees within the Southeastern United States to narrow the scope of research.

The significance of the study

Organizations are becoming global and are faced with the continual need for change. They require adaptive employees who are receptive to change initiatives to ensure success. The study of change within organizations is essential to the practice of management and defines organizational behavior (Kitchen & Daly, 2002). Therefore, this study significantly contributes to the field of study on organizational change management and change strategies. Although not global, in the United States the healthcare sector is undergoing a necessary and tremendous amount of change, and is becoming a precision-based industry by moving away from population-based care to personal-based care. There

is little research on change readiness of generational cohorts in the healthcare industry. The healthcare industry is struggling to manage these changes, and the success of the industry is dependent on organizational leaders' ability to develop the capacity to lead the disruption to "normal" business practices. First, this study will equip healthcare administrators with knowledge of how different generations respond to change initiatives. Second, the healthcare sector will be better equipped to implement change initiatives successfully. Third, this study will extend the literature on organizational change and reveal the role that generational cohorts play in employee change readiness when moderated by tenure and position descriptions.

The theoretical and conceptual framework

Two theoretical frameworks govern this research: change readiness theory (Armenakis et al., 1993; Bouckenooghe et al., 2009) and generational theory (Mannheim, 1952; Strauss & Howe, 1991). The generational cohorts, moderated by the position category and tenure of employees, is used to predict the readiness for change (Figure 1).

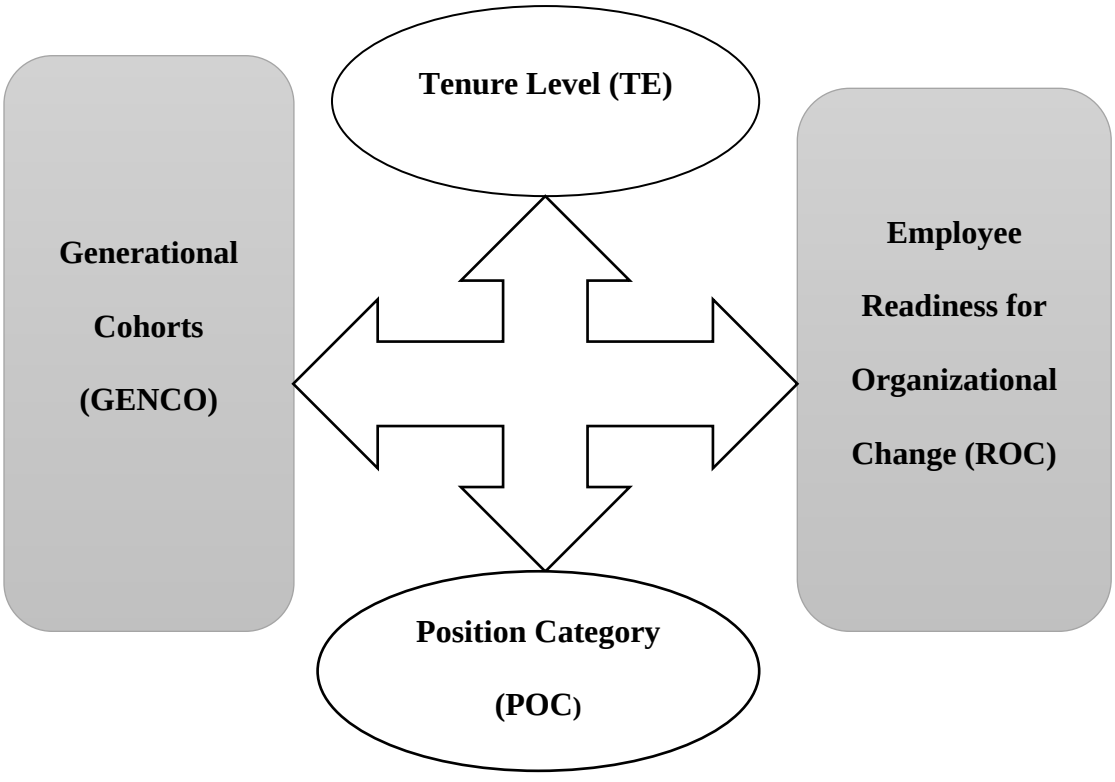

Figure 1:Conceptual Framework: Generational Cohort on Employee Readiness for Organizational Change Moderated by Tenure Level and Position Category.

This study will explore whether or not (1) the characteristics of the different generational groups have any relationship to employee readiness for organizational change, and (2) the generational cohorts on employee readiness for organizational change are moderated by position categories and tenure. The conceptual framework of change readiness suggests that employee attitude towards change is multi-faceted and is categorized into cognitive, emotional, and intentional dimensions (Bouckenooghe et al., 2009; Armenakis et al., 1993). These dimensions of employee attitudes inform the readiness for organizational change.

Researcher's perspective

The researcher experienced resistance to change when contracted to consult with a governmental healthcare organization in Atlanta, Georgia. Witnessing the various reactions of resistance and acceptance towards proposed changes, the researcher became interested in studying how different generations react to change initiatives. From this experience, the researcher believes the resistance and acceptance behaviors witnessed were due to the lack of knowledge about the proposed change and the lack of readiness for the change. Further, the healthcare sector was chosen as the focus of this study because the researcher worked in the healthcare industry for many years and has always been interested in how the sector impacts many lives. The researcher also experienced the impact of organization change as a cancer patient in the late 1990s and early 2000s. Thus, the researcher believes that when the healthcare industry is better prepared for change,

better care will be provided to the general population. The researcher also believes the Baby Boomer generation is more likely to resist change as opposed to the other generations.

Summary

Chapter one identified the problem which inspired this dissertation effort and introduced the questions that governed and guided this research. The chapter also presented the theoretical and conceptual framework which directed this study. Further, the objectives of the study were outlined, and key terms defined. The remainder of this dissertation is arranged as follows: (a) Chapter two presents a review of extant literature and the conceptual framework that informed this research, (b) Chapter three describes the research methodology, (c) Chapter 4 presents the analysis and interpretation of the findings, (d) Finally, Chapter five introduces the conclusions about the research findings and provides recommendations for future research.

CHAPTER 2- LITERATURE REVIEW

The literature on organizational change is extensive, omnipresent, and has been shown to be disruptive when planned or unplanned change is introduced in continuous, episodic, incremental, transformative, or radical manner (Axley & McMahon, 2006; Becker, et al., 2005; Burnes & Jackson, 2011; Choi & Ruona, 2011; Jacobs, Witteloostuijn, & Christe-Zeyse, 2013; Poole, 1998; Vakola & Nikolaou, 2005). Organizational change is a risky but essential strategy and proposition which often results in low success rate, with a change initiative failure rate upwards of 70% (Burnes & Jackson, 2011; Jacobs, et al., 2013). This study is built on the premise that change initiatives fail because employees are not ready for change, and that organizations can gain understanding as to why change initiatives fail. This study is also established on the premise that the differences among generational cohorts might inform change readiness and significantly contribute to the narrative and literature on organizational change.

For this research, a holistic approach is used to investigate the topic of change and its impact on individuals and organizations. Therefore, a discussion about the historical view of organizational change, readiness for organizational change, resistance to organizational change, and the cost and failures of organizational change will be presented, followed by discussions on generational cohorts, the historical view of generation theory, and generation theory in relation to readiness for organizational change. This chapter will also discuss tenure and position category in relation to employee readiness for organizational change. The purpose of this chapter is to review the literature on the foundational concepts of this research: Generational cohorts and readiness for organizational change.

Historical view of organizational change

The literature on change and organizational change is vast and continues to present an ongoing challenge for management scholars and practitioners as these extant literatures sought to identify typologies that fail to adequately define the concept of change (Suddaby & Foster, 2017). The literature on change and organizational change extends for over a century and covers the seminal works of pioneers such as Frederick Taylor (1856 – 1915), whose book Scientific Management (c.1911) elucidated on the importance and means of managing change scientifically; the researches performed by Lewin (1947), Coch and French (1948), Grenier (1967), Yuchtman and Seashore (1967), Weick (1969), and Tushman and O'Reilly (1996) all highlighted the intricacies of change theory and contributed to the communication to define change in the life of organizations. Organizational change is an on-going process in the life of organizations and is identified as a change from one state to another, driven by forces both internal and external, planned or unplanned, continuous or episodic, and influenced by political, social, and environmental demands (Axley & McMahon, 2006; Barnett & Carroll, 1995; Becker et al., 2005; Choi & Ruona, 2011; Karp & Helgø, 2008; Suddaby & Foster, 2017; Vakola & Nikolaou, 2005; Van de Ven & Sun, 2011; Weick & Quinn, 1999).

Axley and McMahon (2006) and Schweiger, Stouten, and Bleijenbergh (2018) suggest that organizations are challenged to adapt and respond to a continuous volatile change environment quickly. However, the high cost and failure rate of change initiatives demand the effective management of organizational change and continue to drive organization change research. Effective organizational change management continues to be of great importance and a strategic focus of organizational change management studies

(Bouckenooghe et al., 2009; Oreg et al., 2011; Oreg, Bartunek, Lee, & Do, 2018). As such, the assertion is made in some extant literature that individual-level elements continue to be critical to understanding the intricacies of organizational change and identify the dynamics of behavioral and psychological reactions to change (Oreg, et al., 2018; Suddaby & Foster, 2017; Yang, Choi, & Lee, 2018). Employee reaction to and readiness for change remain an area requiring further research to understand the behavioral and psychological dynamics of organizational change (Bouckenooghe et al., 2009; Yang, et al., 2018).

Organizational change from the 1950s – 1960s: The topic of organizational change has been a research topic since the seminal work of Kurt Lewin in 1947. Theoretical experts such as Kotter, Armenakis, Holt, Harris, Field, and Bouckenooghe are among the many researchers who significantly contributed to the field of organizational change (Armenakis, & Bedeian, 1999). Between 1950 and 1960, organizational change emerged from the principles of organizational development and greatly focused on the change agents' ability and proficiency to analyze core organizational relationships (Sanzgiri & Gottlieb, 1992). Sanzgiri and Gottlieb (1992) further assert that the evolution of organizational development highlights the elements of effective communication within organizations as well as the impact of behavioral patterns of individual members of the organization, and objective procedures were developed. Here, organizational development enabled leaders to gain knowledge and problem-solving abilities during organizational change efforts, allowing leaders to develop effective strategies for change efforts (Sanzgiri & Gottlieb, 1992).

Organizational change from the 1970s – 1980s: The 1970s and 1980s brought an emphasis on the cultural, social, and political context of organizational change (Burnes, 2005; Sanzgiri & Gottlieb, 1992). Sanzgiri and Gottlieb (1992) argue that the economic challenges of the 1970s allowed for organizations to experience significant change where there was considerable emphasis on measurable results. Here, the conceptual principles of organizational development evolved from long-term change strategies to more systematic, measurable, short-term strategies which included employee involvement in organizational change efforts. Sanzgiri and Gottlieb (1992) and Burnes (2005) intimate that there was a systematic view of organizational development in the 1980s which resulted in the focus on the corporate culture within organizations. The cultural context of change promoted the principles of co-operative change which promote cultural excellence by creating an environment where flexibility towards culture is believed to promote innovation (Burnes, 2005). Burnes (2005) further argued that the cultural context of organizational change later emphasized the importance of the social context of change, which later highlighted the role organizational politics play during organizational change initiatives.

Organizational change from the 1990s – 2000s: Organizational change researchers from the 1990s and 2000s studied the prevalent contextual, process, climate, valence, and efficacy of change within organizations. Armenakis and Bedeian (1999) and Weiner (2009) described themes in organizational change research which describe its content, valence, contextual, process, informational assessment, and criterion factors. Studies conducted surrounding content emphasize the need to understand contemporary changes; contextual studies assess the internal and external environmental conditions of

organizations such as culture, resources, and governmental policies; the process studies highlight the implementation activities of proposed change initiatives, and the criterion studies assess the result of change initiatives (Armenakis & Bedeian, 1999). The change valence studies describe the construct which allows researchers to identify the theoretical drivers which impact the individual readiness for organizational change (Weiner, 2009). Weiner (2009) attests that studies on information assessment describe resource perceptions and situational factors that impact the readiness for change. Moreover, the 1990s and 2000s also brought forth an emphasis on change resistance and change readiness, focusing on elements such as change commitment and efficacy, and change-related efforts, focusing on elements such as change initiation, persistence, and cooperative behavior (Armenakis & Bedeian, 1999; Armenakis et al., 1993; Bouckenooghe et al., 2009; Weiner, 2009). The increased research in the 20th and 21st century, however, expanded the understanding on the topic of change management but failed to mitigate the high costs and failures of organizational change (Burnes & Jackson, 2011; Jacobs, et al., 2013).

The cost and failures of organizational change

Armenakis et al. (1993) and Stouten, et al. (2018) argue that organizational change efforts are costly for businesses and often result in failures because of the struggle to create successful and sustainable change which impacts their viability. A consensus of several extant literatures intimated that more than 70% of organizational change initiatives fail and result in the loss of a significant amount of dollars in operation capital; and the assertion is made that this failure and cost is attributed to the lack of employee readiness and resistance to the initiated changes (Burke, 2013; Burnes 2004; Higgs &

Rowland, 2005; Kotter, 1996; Miller, 2002; Pellettiere, 2006; Bateh, Casteneda, & Farah, 2013; Strebel, 2009; Warrick, 2009). However, Hughes (2011) argues that the universal 70% consensus touted by many researchers is an unscientific and estimated figure with a proposed range of 50% to 70% in the early 1990s by organizational change researchers, Hammer and Champy (1993).

Nevertheless, Cândido and Santos (2015) provided specific and quantifiable examples of organizational change failures. For example, Cândido and Santos (2015) asserts that 30% of change projects have been abandoned, organizational change initiatives such as joint ventures often result in a 61% failure rate, technological and manufacturing change projects possess a failure rate of 81%, and 91% of total quality management (TQM) change programs fail (Cândido and Santos, 2015). Burnes (2004) concludes, as a result of a literature review, that change failure rate, as a product of organizational change resistance, is higher than 70%. Decker, et al. (2012) confirmed this argument with the assertion that the rate of change failure is much closer to 93%.

Regardless of the rate at which organizational change fails, several extant studies have concluded that the reason for the failure of change efforts is attributed to the lack of understanding about the role that employees play in organizational change initiatives (Armenakis et al., 1993; Bouckenooghe, 2009; Holt et al., 2007). Employees resist change even if the initiated change serves their interests (Bouckenooghe, 2010; Oreg, 2003), resulting in high failure rates and significant cost for organizations. This current high failure rates of organizational change programs coupled with the associated high costs suggest that the topic of organizational change readiness remains an area of further study and interest.

Readiness for organizational change

Extant literature on organizational change suggests that a change from one state to another is driven by planned and unplanned internal and external forces, and factors such as competitive pressures, technological innovations, mergers and acquisitions, changing consumer tastes, political, social, and environmental demands exert significant influence on organizations to implement change (Axley & McMahon, 2006; Barnett & Carroll, 1995; Becker et al., 2005; Choi & Ruona, 2011; Karp & Helgø, 2008; Vakola & Nikolaou, 2005). Organizational change has been labeled in various ways throughout history, including terms such as "organizational development," "downsizing," "restructuring," "re-engineering," "outsourcing," and "technological advancement" (Kotter, 2007). Organizational change efforts can coincide and involve several types of change, and regardless of the influencing factors, organizational change can be episodic and continual (Bommer et al., 2005; Weick & Quinn, 1999; Smith, 2002). For example, change initiatives can involve significant organizational modifications such as mergers and acquisitions, or incremental changes that affect the overall company processes (Burke, 2013).

The concept of readiness for change theory indicates that employees are more likely to support change initiatives when they are expecting and prepared for the change (Armenakis et al., 1993; Bouckenooghe et al., 2009). As such, the conceptual framework of change readiness suggests that employee attitudes toward change are multi-faceted and are categorized into cognitive, emotional, and intentional dimensions (Bouckenooghe et al., 2009). These dimensions of change readiness (cognitive, emotion, and intention) are behaviorally expressed as ambivalence; support of, or resistance to organizational change

(Armenakis et al. 1993; Holt et al., 2007). Szabla (2005) states that resistance to change is best understood from the cognitive, emotional, and intentional dimensions. This assertion indicates that resistance to change is informed by the readiness for change.

Further, Bouckenooghe et al. (2009) measured the three dimensions of readiness for change outlined in the Employee Readiness for Change section of their Organizational Change instrument, and this conceptualization will guide this research as the instrument of choice to capture data on readiness for organizational change. Since organizations continue to be interested in change management because of unsuccessful change initiatives and high failure rate, and with increasing generational diversity of the workplace and unprecedented change occurring in the healthcare sector, understanding how generational characteristics impact readiness for change might enable healthcare leaders to understand if generational differences might be the reason for the high failure rate of change programs (Bouckenooghe et al., 2009). Further, Szabla (2005) asserts that since resistance to change is informed by readiness for change, organizational leadership must understand the three dimensions of cognition, emotion, and intention.

The cognitive dimension of change readiness. The cognitive dimension of organizational change readiness has been highlighted as an attitude or behavior manifested as a precursor of resistance or support of change initiatives (Armenakis et al., 1993; Lamm & Gordon, 2010; Oreg & Sverdlik, 2011). The thought process of individuals about change initiatives is significantly critical to the outcome of change programs (Kitchen and Daly, 2002). Here, the assertion is made that how employees think about change initiatives is more important than how they act towards change. The cognitive dimension focuses on what employees think and understand about change, a

process in which employees appraise, perceive, or understand the change (Armenakis et al., 1993). Piderit (2000) states that the cognition responses of employees inform their decision to support or resist organizational change. As such, cognition is a state of mind which reflects the receptivity of employees to embrace initiated changes; it is a perception of the need for change and the readiness of the organization to successfully employ the change (Armenakis & Harris, 2002). The cognitive dimension of readiness for organizational change has been the focus of many types of research on readiness for organizational change because of its impact on the success or failure of change initiatives. As such, there is a possibility that cognition, which speaks of rationalization, might influence how generational employees respond to support or not support change efforts.

The emotional/affective dimension of change readiness. Emotional or affective dimensions of change readiness correspond to positive, negative, neutral, or mixed emotional behaviors relating to organizational change (Armenakis et al., 1993; Lamm & Gordon, 2010; Oreg & Sverdlik, 2011. Here, positive affective behavior is seen as a support of change initiatives, negative affective behavior as resistance to organizational change, neutral affective behavior reflects neither support for nor resistance to change, and the mixed affective behavior reflects partly positive and partly negative reactions about initiated changes. According to Clore, Wyer, Dienes, Gasper, Gohm, and Isbell (2001), emotion or affect influences individual perception positively or negatively, impacting how employees respond to organizational change efforts. Further, a positive affective dimension enables employees to rely on established knowledge structures to make decisions about the initiated change while the negative affective dimension negates reliance on existing knowledge structures to make decisions about change programs

(Bless, 2001). Positive affect and negative affect dimensions have been heuristically labeled as influencers of employee behavior where positive emotion is useful in directing employee attention to new information, and negative emotion influences behavior through avoidance (Bless, 2001; Hoffman, 1986; Staw & Barsade, 1993). According to Bouckenooghe (2010), change readiness is a positive attitude toward change and explains the values and desires of employees when new changes are proposed.

The intentional dimension of change readiness. The intentional dimension of change readiness describes the propensity or willingness of employees to exert their energy to engage in the change process (Oreg, 2003). Per Piderit (2000) the intentional dimension highlights the attitudes of the employee and informs behavior. Intentional dimensions influence the attitude and disposition of employees, predicting behaviors such as ambivalence toward, support of, or resistance to change initiatives (Armenakis et al., 1993; Lamm & Gordon, 2010; Oreg & Sverdlik, 2011). Intention, along with emotion and cognition, provides a framework in which feelings or attitudes about change initiatives are interconnected with the thought processes and behavioral emotions about the proposed change programs (Oreg, 2003). Because intention is associated with emotion and cognition, this study will evaluate this framework with a generational cohort perspective to investigate and understand readiness for organizational change.

Resistance to organizational change

The resistance to organizational change is a significant factor that impacts the effectiveness of change efforts, is comprised of three dimensions: emotional, intentional, and cognitive, and has been found to be contradictory in definition in extant literature (Akan, Er Ülker, & Ünsar, 2016; Chung, Su, & Su, 2012; Grama & Todericiu, 2016;

Schweiger et al., 2018). Lewin (1947) conceptualized and categorized the change process as unfreezing, moving, and refreezing as a contextual change behavior (Lewin, 1947). The concept of resistance to change was first popularized by Coch and French (1948) in the paper "Overcoming Resistance to Change." The organizational context presented by Lewin (1947) and Coch and French (1948) considered individual employees as factors to successful change initiatives. Burnes (2015) posits that the concept of change resistance shifted from a focus on an organizational perspective to a personal perspective, which highlights the psychological behavior of individuals. As such, resistance to organizational change can be viewed from individual responses and motivations based on the desire for the proposed change or lack thereof, the lack of understanding the proposed change, the belief that the change will produce negative results, and the lack of tolerance for the proposed change (Kotter & Schlesinger, 2008).

Employee response to organizational change

Employee response to change is often recorded as a resistance to organizational change due to the uncertainty and fear of the impact of the change, the misalignment with the personal priorities of employees, the inadequate communication about the details of the change between the change agents and employees, and lack of resources to implement the change (Adcroft et al., 2008; Armenakis et al., 1993; Zwick, 2002; Oreg, 2003; Oreg et al., 2011). Change initiatives are most successful when employees respond in support of the initiated change (Armenakis et al., 1993). When employees respond to proposed changes by embracing the status quo and previously held beliefs, however, organizational change objectives can become stagnant, requiring a process of unfreezing through the development of messages to efficiently communicate the importance and significance of

change initiatives (by Armenakis et al., 1993; Lewin, 1947). Moreover, when employees respond to change in the manner described above, it can be explained in the three dimensions of change readiness: cognition, emotion, and intention (Armenakis et al., 1993; Bouckenooghe et al., 2009; Oreg et al., 2003; Oreg, et al., 2018). Finally, some extant literature suggests that employees' change resistance can be alleviated when employees are prepared (Armenakis et al., 1993; Bouckenooghe et al., 2009; Lewin, 1947).

Positive view of change resistance

Individuals who respond to organizational change positively are valued by organizations (Oreg, 2003). However, Oreg (2003) further proclaims that employees resist change because of fear, uncertainty, misalignment of interest, poor communication, and lack of resources. The concept of change resistance is thus viewed negatively as a result of the high cost associated with change failures and is deemed to be a resistance to organizational change initiatives by employees (Armenakis et al., 1993; Oreg, 2003). Nevertheless, not all change resistance negatively impacts organizations. Resistance is viewed positively because of the value it can produce for organizations; it sometimes results in the prevention of potentially detrimental change from being initiated (Bareil, 2013; Ford & Ford, 2009; Zwick, 2002). Avey, Wernsing, and Luthans (2008) assert that the positive view of change resistance is worth further consideration and study. However, the focus of this research is to assess the lack of readiness of the generational cohort employees for organizational change and identify the characteristics which contribute to resistance to change and the high cost of change failures.

Summary

The high failure rate of organizational change initiatives continues to present problems within businesses across the United States, and as such, there continues to be increased interest in the study of organizational change (Bouckenooghe et al., 2009). The increasing generational diversity of the modern workforce continues to challenge healthcare leaders as they navigate their many change initiatives (Lancaster & Stillman, 2002; Sharma, et al., 2018). Understanding the change phenomena and the role generational employees play in the readiness for change might clarify the reasons behind the continually high rate of failure in change initiatives (Becton, 2014; Bouckenooghe et al., 2009; Bourne, 2015). Since position and tenure are factors which can influence change, and there is a moderating effect of employee tenure and position groups on organizational commitment and outcomes (Cohen, 1991, 1992; Weiner, 2009), understanding the relationship between different generational groups with different position categories and tenure levels might help organizational leaders identify the relationship between generational cohort behavioral characteristics and the readiness for change.

Generational Cohorts Theory

As reported by Lewis (2006), current literature on change management suggests that individual cooperation or resistance throughout organizational change initiatives is essential to achieving success or failure. Change management theory and generational theory are popular subjects of examination in the extant literature. However, the phenomenon of how generations respond to change initiatives regarding resistance needs further exploration. The increasing generational diversity in the workplace has led to four

generations with different characteristics and life experiences working within the same organizations (Lancaster & Stillman, 2002; Jeffries & Hunte, 2003, White, 2006). It is essential to understand the impact of these generations on change programs and determine their effect, if any, on projecting the success of change initiatives (Lewis, 2006). The focus of this literature review is to evaluate the generational perspective on change initiatives by focusing on the following: the emerging multigenerational workforce, historical view of generation theory, generational theory, generational differences and similarities, and generational response to organizational change.

Multigenerational workforce. Multigenerational employees with diverse backgrounds demonstrate various characteristics, preferred communication styles, values, and career outlooks; these preferences and attributes are referred to as the clash point of generation gaps (Zemke, Raines, & Filipczak, 2000). Understanding the motivations, strengths, weakness, and actions of each generational group is deemed a necessary fixture in determining the readiness for organizational change of each cohort. As specified by Martin and Tulgan (2006), it is incumbent upon organizational leadership to learn, adequately assess, and captivate each generational cohort in the workplace, implementing programs that correspond to the characteristics and style of the different generations. It is necessary, therefore, for organizational leadership to ascertain the benefits of the multigenerational diversity of the modern workforce and harness its potential to increase the success of change programs.

Historical view of generation theory

Generational research seeks to understand the relationship of various generations relative to the field of interest for a researcher. Differences in some generational research

exist when categorizing cohort definitions and characteristics in some extant literature (Tulgan, 2009; Twenge, 2006). Becker (1960) argues that generational cohort research has been a topic of discussion since the 1960. However, there is evidence in the extant literature supporting generational research before the 1960s (Mannheim, 1952) and popularized in the 1990s by Strauss and Howe (1991). The historical view of generation theory is a concept informed from the theory of social identity (Stets & Burke, 2000). Although there is a foundation of research in some extant literature with agreement on the differences of various generational cohorts today (Strauss & Howe, 1991, 1992; Tulgan, 2009; Twenge, 2006; Zemke al., 2000), the seminal works of Mannheim (1952) and Strauss and Howe (1991) provide the historical basis for all future research.

Mannheim theory of generations. The seminal work of Karl Mannheim (1952), a sociologist, explored the concept of generations from a sociological perspective by focusing on the historical and life experiences of various generational cohorts. Mannheim (1952) argued that social and cultural factors are significant elements of consideration when evaluating generational differences rather than biological factors. Here, the work of Mannheim (1952) suggests that the social and cultural factors experienced by different generations can be used to validate the characteristics of the generations by categorizing common behavior patterns. Per Corsten (1999) and Foster (2013), the theory proposed by Mannheim focuses on the cognitive and emotional attitudes and actions experienced by generations during their lifespan. Further, the argument is made that each generational cohort possesses a unique sociological paradigm when evaluating organizational goals and objectives as well as life experiences (Mannheim, 1952). As such, Mannheim's

theory of generations suggests that different generational cohorts could react differently to organizational goals and objectives because of differing viewpoints and perspectives.

Strauss and Howe generational theory. The research of William Strauss and Neil Howe (1992) was the first to present the concept of generational differences, and described generational units as a subgroup within a generation time span. The generational theory proposed by Strauss and Howe (1992) maintains that peer personalities define generational groups and that generations are categorized into cohorts with the length of each group approximating the life span of the cohort group. According to Strauss and Howe (1992), generational cycles have a historical basis and forecast the direction and category of future generations. Further, Strauss and Howe (1992), argued that social and environmental events impact generations. Here, their research demonstrated the characteristics of each generational cohort, identified the historical evidence to affirm the cyclical movements of each generation, and integrated identified generational characteristics with research performed on the bases of birth rates, sociocultural trends, and environmental events impacting populations. This contribution from Strauss and Howe (1992) served as a framework for future studies with the proposed principles employed as a foundation in generational research within organizations.

Description of Generations

Organizations expend significant resources to understand and analyze the life stages, ethnicity, religion, and behavioral styles of their employees, but little emphasis is placed on the diversity of generational differences (Lancaster & Stillman, 2002). The significance of increasing generational differences requires that organization leaders gain

an understanding of these differences and distinguish how generational differences impact change resistance in the workplace (Sessa, Kabacoff, Deal, & Brown, 2007). As mentioned by Lancaster & Stillman (2002), generational differences can promote conflict, reduce productivity, increase stress, and increase employee turnover, making it significantly difficult for change initiatives to be successful. Generational cohort theory presents the premise that the values practiced by various generational cohorts are based on the social norms and behavioral values developed by each generation (Blythe et al., 2008). Thus, it is expedient to evaluate the generational impact on change readiness. Nevertheless, little quantitative research on generational cohorts exists (Strauss & Howe, 1992).

Mannheim's (1952) seminal work on the theory of generations describes how life events shaped by the experiences and worldviews of people across class, racial, and geographic boundaries tend to have similar thought processes, reactions, and behaviors. As stated by Strauss and Howe (1992), generational cohorts "…encounter the same national events, moods, and trends at similar ages. They retain, in other words, a common age location in history throughout their lives" (p. 48). However, managing the diversities of generations of employees is a leadership challenge when implementing change initiatives. Per Jeffries and Hunte (2003), all generation cohorts have disparate value systems and respond differently to situations, and the knowledge of generational characteristics provides an understanding of the diversified workforce as well as the personal motivators of employees; navigation of the diversified workforce presents a leadership challenge for organizational leadership.

Baby boomer generation: The first generation for discussion is the Baby Boomers. This generation is known by various names such as the Woodstock, Love, and Me generation (Dahlroth, 2008). The Baby Boomer generational cohort includes individuals born between the years 1946 and 1964 (Dimock, 2019; White, 2006; Jefferies & Hunte, 2004). Members of this cohort were born to Salient or Traditionalist generation parents who experienced World War II, the Korean War, and the Great Depression (Lancaster & Stillman, 2002; Seung-Bum & Guy, 2006). As stated by Nelson (2007), the Baby Boomer generation presents the largest generational cohort of employees in the modern workforce, accounts for 52% of the workforce, and currently holds middle and executive level management positions within organizations. Moreover, research by Farag, Tullai-McGuinness, and Anthony (2009) indicates that the Baby Boomer generations' composition of the modern workforce is decreasing as this generation makes up 47% of the workforce. Some research on generational cohorts contend that the Baby Boomer generation represents approximately 80 million people in the United States (Dimock, 2019; Hobbs & Stoops, 2000; Lancaster & Stillman, 2002; Strauss & Howe, 1992).

The Baby Boomers have been categorized stereotypically as being highly focused on attaining achievements, independent, assume control of their fortunes, respect authority, and maintain a steady and consistent disposition in the work environment (Becton, et al., 2014). In the work environment, Baby Boomers are considered to be highly competitive, tend to measure their success materially, are self-reliant, and maintain a centrality of work or are considered workaholics (Becton, et al., 2014). Further, Baby Boomers demonstrate dedication and loyalty as values in the workplace. However, Parry (2017) attests that the Baby Boomer generation views career and life as one and the same,

and as a result, Baby Boomers are the most stressed generation because of their commitment to work and the desire to succeed in life. Moreover, these qualities of identification for the Baby Boomers are different for proceeding Generation X, Y, and Z.

Generation X: The second generation for discussion is Generation X. This group is also identified by names such as GenX, GenXers, Latchkey Generation, and the Lost Generation (Strauss & Howe, 1991). Generation X generational cohorts are individuals born between the years 1965 and 1980 (Dimock, 2019; White, 2006; Jefferies & Hunte, 2004). Members of the GenX generational cohort represent approximately 46 million employees in the modern workforce (Lancaster & Stillman, 2002), are employed in lower-paying jobs (Jeffries & Hunte, 2004), and compose of the smallest cohort with social and economic experiences that are different from the Baby Boomers (Strauss and Howe, 1991,1992). The Generation X cohort is characterized by events such as the Vietnam War, the oil and energy crisis of the 1970s, the fall of the Berlin Wall, the Cold War, and the economic inflation and uncertainties of the 1980s (Dimock, 2019; Lancaster & Stillman, 2002; Strauss and Howe,1992).

Per Lancaster and Stillman (2002), Generation Xers are misunderstood in the workforce and often seen by the Baby Boomer generation as slackers; however, this group has its unique identity and is an influential population in the modern workforce. In the workplace, members of Generation X are characterized by their independence, are highly family focused, resilient, critical of changes and other generational groups, adaptable, and hardworking; however, the Generation X cohorts tend to be intolerant of workplace bureaucracy and are socially responsible (Johnson & Johnson, 2010; Murphy, 2007). According to Hill (2004), Generation Xers prefer flexible work schedules in an

informal work environment and are comfortable with change as long as a work-life balance exists, and the quality of the result is valued over quantity. The GenX cohort members are quick learners who seek the attainment of new knowledge and skillsets, embrace diversity in the work environment, and are more comfortable with change because of their experience of change growing up (Aldisert, 2002; Bursch & Kelly, 2014; Holtshouse, 2010).

Generation Y: The next generation for discussion is Generation Y. Members of this generational cohort are also known as the Millennials, Gen Yers, Echo Boom, Nexter Generation, and the Net Generation (Dimock, 2019; Horovitz, 2012; Lancaster & Stillman, 2002). The Millennial generation includes individuals born between the years 1981 to 1996 (Dimock, 2019; White, 2006; Jefferies & Hunte, 2004). Members of the Generation Y cohort are shaped by experiences such as 24/7, unlimited access to the Internet; personal cell phones and digital cameras; and historical events such as various terrorist attacks, the end of the Cold War, the Oklahoma City bombing, Operation Desert Storm, and the emergence of social networks (Murphy, 2007). Generation Y is projected to be include more than 81 million in the U.S., approximately one-fourth of the population of the United States (Bursch & Kelly, 2014; Rawlins, Induik, & Johnson, 2008). GenY and has had more exposure to modern technological advances since their childhood than previous Baby Boomer and GenX generations (Lancaster & Stillman, 2002). According to Bursch & Kelly (2014), as of 2014, the Millennials generation composed 36% of the workforce, and is projected to represent approximately 46% of the workforce in the United States by the year 2020.

Members of Generation Y are characterized as smart, tech-savvy, practical, resilient, and as individuals who enjoy the challenge of new opportunities and who value skill development (Lancaster & Stillman, 2002; Zemke, et al., 2000). In line with Marston (2009), the Millennials generation values a highly socialized work culture and embraces cooperative work environments with confidence and enjoyment. Moreover, Generation Y is often associated with the Baby Boomer generation and considered to be optimistic, driven, well-educated, and demanding in the work environment (Lancaster & Stillman, 2002; Skår, Sniehotta, Araújo-Soares, & Molloy, 2008). Additionally, members of Generation Y are digital natives who expect the flow of information to be quick; they embrace organizational change more fluidly than previous generations (Singh, 2013; Valcour, 2013).

Generation Z: Generation Z is the next generational cohort to be discussed. There is little research exploration on the characteristics, role, and impact of Generation Z in the workplace due to its recent emergence into the workforce of the United States. Generation Z represents individuals born between the years 1997 and the present (Dimock, 2019). Although a chronological endpoint has not been determined for this age group, this study follows the age range proposed by the pew research center (Dimock, 2019). Per Cabrera (2017), the chronological range of Generation Z coincides with Generation Y, and as a result, there are many shared experiences between these two cohorts. As Cabrera (2017) concludes, some existing literature considers Generation Z as a continuation of Generation Y, a second wave of the previous generation.

Members of the Generation Z cohort are shaped by experiences such as the 9/11 terrorist attack, the Great Recession, worldwide economic decline, and the emergence of

climate change (Cabrera, 2017). Generation Z is said to be tech-savvy like generation Y, inclusive, communal, interconnected in forging a global society, well-learned, and well-cultured (Braz, Frey, Rohr da Cruz, Camargo, & Olea, 2011; Lanier, 2017; Sinclair, 2013). However, since members of Generation Z are just now entering the workforce and little research exists to explore their impact in the work environment, it is difficult to ascertain their readiness for change and how this generation might respond to the organization.

Generational differences and similarities

Weston (2006) noted that although diversity is commonly identified within the context of race and ethnicity, diversity can also be represented by different generational employees working together. Empirical research suggests there are differences between generational cohorts and generational diversity influences the outlook and results of workers within organizations (Sessa, Kabacoff, Deal, & Brown, 2007). Marshall (2004) asserts that there are differences and similarities among generations; for example, Generation Y is significantly different from its Baby Boomer parents, but both have similar traits to those of Generation X. Among the noted differences is the perception of the work-life balance in all generations (Glass, 2007). There is limited literature on whether or not generational differences affect the readiness for organizational change. As such, the premise of this study is to evaluate the impact of generational cohorts on the readiness for change.

Generational response to change

Storms (2004) suggested that employees resist change programs because of fear or anxiety of the unknown. Since organizations are increasingly diverse with different

generational perspectives, leaders need to understand the characteristics of the various generations and the most appropriate method for reducing fear and change resistance (Kidwell, 2003). Pihulyk (2003) intimated the causes of change resistance include conflicting personal values, the emotional perspective of the change, and the lack of trust in the change process and leadership. Further, although employees have become more accepting of change initiatives, organizational change programs are still risky and costly because of the lack of employees' readiness for organizational change (Price & Chahal, 2005). The literature review revealed many possible reasons employees resist change, but little is known about the readiness for organizational change in the healthcare environment.

The impact of tenure and job categories

Much is written on the effects of tenure on organizational commitment and engagement of employees. However, very little is written about the moderating effects of tenure and position on employee readiness for organizational change. Mowday, Porter, and Steers (1982) indicated that individuals behaviorally have a higher initial commitment to an organization, but after that, engage in behaviors that enhance their performance and positional level within the workplace. This assertion indicates that there is a possible effect of an employee's commitment and readiness to engage in change initiatives. Cohen (1991, 1992) states that there is a moderating effect of employee tenure and position groups on organizational commitment and outcomes. Further, Wright and Bonett (2002) suggested that the use of tenure in research is most effective when categorized into career stages and examined with the age difference of employees. However, little is known about the moderating effect of tenure on generational cohorts

when evaluating generational readiness for change. The lack of literature on the impact of tenure and position category and their moderating effect on change readiness provides a premise for this study.

Overview of correlational analysis model

The correlational analysis is a statistical method for estimating the relationship among two or more variables and was initially used to study the inheritability of characteristics of peas across generations (Gallo, 2015; Stanton, 2001). Sir Francis Galton conceptualized correlation and the regression model while attempting to predict the characteristics of the progeny of peas from parental characteristics (Azen & Budescu, 2009; Stanton, 2001). Sir Francis Galton develop the idea of correlation and regression when it was observed that the values of characteristics among parental and subsequent generations were closer to the means or averages and was mathematically formalized by Karl Pearson using general techniques of multiple regression and the product-moment correlation coefficient (Azen & Budescu, 2009; Kuiper, 2008; Stanton, 2001).

The concept of correlational analysis enables researchers to identify the correlations among variables by measuring linear relationships (Cooper & Schindler, 2002; Kuiper, 2008; Pedhazur, 1997). The goal of the correlation is to develop a statistical model to describe the relationship between the continuous and dichotomous variables, determine the co-relationship or association of two quantities, identify the direction and strength of association between variables, and determine the extent to which the relationship between variables is linear (Kuiper, 2008; Laerd, 2013; Stanton, 2001). According to Creswell (2005), correlational research is the process and application

of correlation between two or more variables and is useful in understanding and recognizing the best predictors that influence an outcome.

Creswell (2005) further argued that a correlational research design allows researchers to examine the "direction of the correlation of scores, a plot of the distribution of scores to see if they are normally or non-normally distributed, the degree of association between scores, and the strength of the association of the scores" (p. 343). Additionally, correlational studies that identify causal relationships are best used when data is collected using a quantifiable configuration (Gall, Gall, & Borg, 2003). However, causation is not implied through correlational research, and direct associations may exist between variables if a relationship is conclusively determined. For this dissertation research, a correlational analysis was applied to assess the strength and direction of the relationship of position category and tenure with generational cohorts to explain the variable, readiness for organizational change. The correlational design was appropriate to test if a relationship exists between the variables of this study (Cooper & Schindler, 2003).

Summary

This chapter discussed the literature on organizational change, employee response to change, readiness for change theory, generation theory, characteristics, similarities, and differences of generation cohorts, generational response to change, and offered an overview of the impact of tenure and job categories and multiple regression literature relative to organizational research. This chapter evaluated the resistance, response, and readiness for organizational change and identified the values and characteristics of the Baby Boomer, Generation X, Generation Y, and Generation Z as related to organizational

change. The following, Chapter 3, highlights the research design, sampling methodology, instrumentation, and data collection methodologies used in this dissertation research. Chapter 3 also presents discussions on the theoretical framework, identified variables, sample preparation and handling of the data, and the analysis of the data using selected statistical tests.

CHAPTER 3- METHOD

This chapter focuses on the design of the research and includes discussions about the overall methodology that was applied to the study. In this chapter, the research rationale, research design, population and sampling considerations, instrumentation measures, data collection procedure, and data analysis process is discussed. Additionally, the research questions, sub-questions, hypotheses, and sub-hypotheses are introduced. Finally, ethical considerations, the confidentiality procedure, and the informed consent process is discussed.

Organizations operate within environments which are always influenced by change, and the continuous process of change is costly and has proven to be detrimental for companies (Axley & McMahon, 2006; Burke, 2013; Burnes 2004; Choi & Ruona, 2011; Higgs & Rowland, 2005). However, organizational change promotes innovation and increases the competitive advantage of companies (Axley & McMahon, 2006; Bareil, 2013; Choi & Ruona, 2011). Literature asserted that over 70% of organizational change initiatives fail (Bateh, et al., 2013; Burke, 2010; Burnes 2004; Pellettiere, 2006; Strebel, 2009), that this fail rate could rise to approximately 93% (Decker et al., 2012), and that the high failure rate has been costly for organizations (Higgs & Rowland, 2005; Kotter, 1996; Warrick, 2009). Moreover, several researchers asserted that the increased failure rate of organizational change is due to employees resisting change initiatives because of the lack of readiness, highlighting the need to study the individual readiness for organizational change (Armenakis et al., 1993; Bouckenooghe et al., 2009; Choi & Ruona, 2011).

Armenakis et al. (1993) asserted that the success of change initiatives is highly dependent on the employees' support of and readiness for organizational change. Lewis (2006) argued that the perception of employees impacts the success and resistance of organizational change. A qualitative study conducted by Bourne (2015) suggested that generational cohort perceptions impact the success and resistance of organizational change. Literature asserted that the increasing generational diversity in the workplace resulted in four generations working within the same organizations (Lancaster & Stillman, 2002; Jeffries & Hunte, 2003; White, 2006), and the increasing rate of organizational change initiatives is not decreasing (Kotter, 2002). It is therefore essential to understand the impact of these generational cohorts on organizational change initiatives and determine their potential impact on the success of change initiatives by investigating their readiness for organizational change (Bourne, 2015; Lewis, 2006). The significance of increasing generational differences requires that organization leaders gain an understanding of these differences and distinguish how generational differences impact change resistance in the workplace (Sessa, et al., 2007). Per Zemke, et al., (2000); multigenerational employees with diverse backgrounds demonstrate various characteristics, values, and career outlooks. Since organizations are increasingly diverse with different generational perspectives, leaders are under pressure to identify the appropriate method for reducing change resistance and increasing change readiness (Kidwell, 2003).

This dissertation study investigated the relationship among generational cohort employees and their readiness for organizational change as moderated by tenure and position category. Two theoretical frameworks are emphasized and guided this study: (a)

generation theory (Mannheim, 1952; Strauss & Howe, 1997) and (b) change readiness theory (Armenakis et al., 1993; Bouckenooghe et al., 2009). Generational cohorts, moderated by the tenure and position category of employees, were used to predict the dependent variable, Readiness for Organizational Change, as evidenced by employees' intentional, cognitive, and emotional responses to organizational change. The purpose of this quantitative study was to determine the extent to which tenure and position category moderate generational cohorts' readiness for organizational change in the healthcare industry in the United States, and a) to extend the research on the readiness to change, b) to seek clarification of any influence that generational cohort characteristics have on the response to organizational change by change recipients, and c) determine if position categories and tenure moderate the characteristics of generational cohorts on the readiness for organizational change.

Research rationale

The purpose of this study was to investigate the relationship among generational cohorts, the independent variable, and readiness for organizational change, the dependent variable, among employees with different tenure levels and position categories which serve as the moderating variables. According to Swanson and Holton (2005), quantitative research methods are suitable for use in studying groups and for generalizing to a broader population; the quantitative methods used for this purpose are also suitable for making inferences from smaller groups to larger groups. The applicability of this study to the broader healthcare population will be valuable in contributing to the understanding of the phenomenon of generational cohorts and readiness of organizational change. The scope

of the study was limited to the perspective of healthcare organizations in the United States.

Research design

Readiness for change theory contends that when employees are better prepared for change, they will be more likely to support it (Armenakis et al., 1993; Bouckenooghe et al., 2009). Employees resist change because of fear, uncertainty, poor communication from management, and lack of resources (Armenakis et al., 1993; Bouckenooghe et al., 2009; Holt et al., 2007; Oreg et al., 2003). The resistance to change has led to a persistently high rate of failure for change initiatives, making them present an undue financial burden on healthcare organizations. The limited availability of literature on generational readiness for change in the healthcare sector necessitates a research design to investigate the influence of generations on change readiness. The study design was a quantitative, cross-sectional exploratory research using correlation analysis to examine and determine statistically significant relationship between the independent and dependent variables (Field, 2009), and between the independent and dependent variables in the presence of moderating variables (Aguinis & Pierce, 2006; Field, 2009; Laerd, 2013).

Research questions, sub-questions, and hypothesis

The emphasis of this research was to investigate the relationship between generational cohorts and employee readiness for organizational change, and whether or not varying tenure levels and position categories moderated the effects of generational cohorts on employee readiness for organizational change. The omnibus research question and hypotheses of consideration were:

RQ0: What is the relationship between generational cohorts (GENCO) and employee readiness for organizational change (ROC) in a healthcare environment when moderated by tenure (TE) and position category (POC)?

H0: The generational cohorts will not explain the relationship between the dependent variable, Employee readiness for Change and the four independent variables of generation cohorts when moderated by tenure and position category.

HA: There is no statistically significant relationship between generational cohorts and the dependent variable, Employee Readiness for Change, and the four independent variables of generation cohorts when moderated by tenure and position category.

The two research questions (**RQ_1** and **RQ_2**) and two null and alternative hypotheses (**H_{01}**, **H_{A1}** and **H_{02}**, **H_{A2}**) implied in the omnibus null hypothesis (H0) are as follow:

RQ_1: What is the relationship between generational cohorts and employee readiness for organizational change?

H_{01}: There is no statistically significant relationship between generational cohorts and employee readiness for organizational change

H_{A1}: There is statistically significant relationship between generational cohorts and employee readiness for organizational change.

RQ_2: What is the relationship among tenure, position category, and generational cohorts predict a relational effect on employee readiness for organizational change?

H_{02}: There is no statistically significant relationship among the variable of tenure, position category, generational cohorts, and employee readiness for organizational change.

H_{A2}: There is statistically significant relationship among tenure, position category, generational cohorts, and employee readiness for organizational change.

Sub-question 1 and sub-hypotheses 1. A standard multiple regression analysis was used to investigate the relationship between the different generational characteristics of healthcare employees and their readiness for organizational change. The following are

sub-questions (**RQ_{S1a} – RQ_{S1d})** and sub-hypotheses (**H_{0S1a}** – **H_{0S1d}** and **H_{AS1a}** – **H_{AS1d}**) for the first research question.

> **RQ_{S1a}**: What is the relationship between Baby Boomer characteristics and employee readiness for organizational change?
>
> > **H_{0S1a}:** There is no statistically significant relationship between Baby Boomer characteristics and employee readiness for organizational change.
> >
> > **H_{AS1a}:** There is statistically significant relationship between Baby Boomer characteristics and employee readiness for organizational change.
>
> **RQ_{S1b}**: What is the relationship between Generation X characteristics and employee readiness for organizational change?
>
> > **H_{0S1b}:** There is no statistically significant relationship between Generation X characteristics and employee readiness for organizational change.
> >
> > **H_{AS1b}:** There is statistically significant relationship between Generation X characteristics and employee readiness for organizational change.
>
> **RQ_{S1c}**: What is the relationship between Generation Y characteristics and employee readiness for organizational change?
>
> > **H_{0S1c}:** There is no statistically significnat relationship between Generation Y characteristics and employee readiness for organizational change.
> >
> > **H_{AS1c}:** There is statistically significant relationship between Generation Y characteristics and employee readiness for organizational change.
>
> **RQ_{S1d}**: What is the relationship between Generation Z characteristics and employee readiness for organizational change?
>
> > **H_{0S1d}:** There is no statistically significant relationship between Generation Z characteristics and employee readiness for organizational change.
> >
> > **H_{AS1d}:** There is statistically significant relationship between Generation Z characteristics and employee readiness for organizational change.

Sub-question 2 and sub-hypothesis 2. The following are sub-questions **(RQ_{S2a} – RQ_{S2b})** and sub-hypotheses **(H_{0S2a} – H_{AS2a}** and **H_{0S2b} – H_{AS2b})** for the second research question. The interactive effect of the four position categories and tenure levels on

generational cohort characteristics were investigated in relation to the readiness for organizational change of healthcare system employees. The sub-questions and sub-hypotheses are as follow:

> **RQ_{S2a}:** What is the relationship among tenure at the 0-to-2 level, 3-to-5 level, 6-to-8 level, 9+ level, generational cohorts, and employee readiness for organizational change?
>
> > **H_{0S2a}:** There is no statistically significant relationship among the variables of tenure at the 0-to-2 level, 3-to-5 level, 6-to-8 level, 9+ level, generational cohorts and Employee Readiness for Organizational Change.
> >
> > **H_{AS2a}:** There is statistically significant relationship among the variables of tenure at the 0-to-2 level, 3-to-5 level, 6-to-8 level, 9+ level, generational cohorts and Employee Readiness for Organizational Change.
>
> **RQ_{S2b}:** What is the relationship among the position categories of medical support staff category, administrative staff category, specialty and ancillary service staff category, data management and other position categories, generational cohorts, and employee readiness for organizational change?
>
> > **H_{0S2b}:** There is no statistically significant relationship among the variables of position category at the medical support staff category, administrative staff category, specialty and ancillary service staff category, data management and other position categories, generational cohorts, and employee readiness for organizational change.
> >
> > **H_{AS2b}:** There is statistically significant relationship among the variables of position category at the medical support staff category, administrative staff category, specialty and ancillary service staff category, data management and other position categories, generational cohorts, and employee readiness for organizational change.

A correlational analysis was used to assess the relationship of the independent variables on the dependent variable. First, the correlation statistical tool was used to assess the linear relationships among the four generational cohorts of healthcare employees and their readiness for organizational change. Second, the correlation analysis was used to estimate the relationship between the moderated variables of tenure, position

category, and generational cohorts on employee readiness for organizational change. To address the above questions and sub-questions, the dimensions of employee readiness for organizational change was correlated against each generational cohort. The dimensions of employee readiness for organizational change was correlated along with the generational cohorts by each tenure level and position category.

Population and sample

After approval was received from the dissertation committee, the Internal Review Board (IRB), and the School of Business of George Fox University, formal inquiries were made with potential healthcare organizations for the permission for study participants. The selection of data sources for this study was collected from the population and sample group defined below. The population, sampling method, and sample size are described in this section. Additionally, the rationale for selecting the sample size used is explained.

Population. A population is a group of individuals who share common traits or characteristics (Vogt, 2009). The population of consideration for this quantitative, cross-sectional exploratory research was the employees working within healthcare systems throughout the Southeastern states of United States of America. These Southeastern states include Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. The population included members of four generational cohorts: (a) Baby Boomers, (b) Generation X, (c) Generation Y, and (d) Generation Z. The population for this research comes from the healthcare industry at healthcare institutions across the Southeastern United States. The sample data was collected across a network of hospitals and medical establishments across the states using electronic surveys distributed

to employees of these institutions. Study participants ranged in age from 18-73. No specific race, gender or cultural background was required to participate in the study. The researchers collaborated with the Qualtrics research department to target the generational groups needed to support this study. The online survey was distributed, and responses collected using the Qualtrics survey platform.

Sample. The sample analyzed were between the ages of 18 and 73, and the generational cohorts were moderated by position category and tenure to determine the readiness for organizational change. A random sampling approach and the stratification of intergenerational cohorts by generation was used to collect the data. The sample of interest was working adults (≥ 18 years) who are healthcare employees across the United States of America. The markers that were most consistent with this study were employed adults who had attained high school or higher education, including college or university degrees. The sample size consisted of 200 employed adults who were drawn and stratified by 50 respondents each according to generational cohorts. According to Snedecor and Cochran (1989), a sampling frame is dependent on identifying markers that are most consistent with the purpose of the study being undertaken.

Field (2009) asserts that a common heuristic approach in selecting sample size is for a researcher to sample at least 10–15 participants per variable. Further, Snedecor and Cochran (1989), Field, (2009), and Lehmann and Romano (2005) intimated that large sample size is needed for research, that the sample must be randomly selected, and that the sample size consists of 30 or more participants. Additionally, a priori power analysis for a point biserial model correlation was conducted in G-POWER3 to determine a sufficient sample size for this study using an alpha of 0.05, a power of 0.95, and a

medium effect size ($f^2 = 0.30$) (Faul, F., Erdfelder, E., Buchner, A., & Lang, A.-G., 2013). Based on these assumptions and analysis, the desired total sample size is 134. As such, a total sample size of 200 with 50 participants per the generational cohort variable adequately satisfy the suggestions of these existing literatures and provided adequate sample size in support of this study.

Informed consent

Informed consent is a process which allows researchers to disclose and appropriate information to competent research participants to ensure that participants can make a deliberate choice to accept or refuse participation (Appelbaum, 2007; Crow, Wiles, Heath, and Charles, 2006). Per Crow, et al. (2006), the provision of informed consent enables the researcher to provide adequate information about the research to participants and ensure the participants are provided the opportunity to accept or refuse participation without undue pressures and negative consequences. As such, necessary actions were taken to enable research participants to make informed decisions by providing the full disclosure of the intent and purpose of this dissertation study.

Study participants were provided with a consent form to acknowledge or withdraw their participation. The data for this study were collected through an online survey and participants completed an electronic consent form which communicates (1) their acknowledgement of their voluntary participation in the research effort, (2) their complete understanding of the purpose of the research, and (3) their right to terminate participation in the research at any time, without consequence. The electronic consent form was provided to inform participants of essential research information, provided instructions relating to their rights, provided them with directions to accept or withdraw

participation, and advised participants of the risks and benefits relating to participation (Appelbaum, 2007; Cone & Foster, 2004). The consent form provided included information to ensure confidentiality, the voluntary nature of this dissertation study, and provided the contact information for additional details and questions about the study if needed (Appelbaum, 2007; Cone & Foster, 2004). Copies of informed consent forms were filed and saved electronically in a password protected flash drive (Appendix A).

Confidentiality

The researcher applied strict principles of confidentiality to protect the privacy and responses of study participants. As stated by Cone and Foster (2004), it is the responsibility of the research to protect the privacy of study participants and maintain confidentiality by protecting the research records and identity of study participants. The confidentiality of participants was maintained through the use of anonymous online surveys and during data collection, storage, and analysis. To further maintain confidentiality and protect the privacy of participants, personally identifiable information was not collected. The collection of demographic information including identifying features such as names, addresses, e-mails or IP addresses, and organization of employment was not collected. To identify the generational group to which participants belong, a date range corresponding to each generational cohort was included in the survey. However, this information cannot be directly linked to or used to identify participants.

Measures

Producing research results that are valid, trusted, and generalizable to large populations require the use of reliable instruments that can be used to gather data. The

reliability of the instrument must consistently gather data across studies, making it essential for future researchers to replicate. The credibility of the instruments used for research must also provide internal consistency and external validity. Thus, the type of survey questionnaire that was used to collect information on the generational cohorts and the readiness for organizational change is the "R" section of the Organizational Change Questionnaire (OCQ-C, P, R) scale (Bouckenooghe et al., 2009).

The Organizational Change Readiness Questionnaire scale used in this study is divided into a three-questionnaire diagnostic measurement tool consisting of these sections: (C) Climate for Change; (P) Process of Change, and (R) Readiness for Change (Bouckenooghe et al., 2009). For the study, the (R) Readiness for Change portion of the questionnaire is used to understand the resistance and readiness of generational employees. The questionnaire is copyrighted by Bouckenooghe, Devos, and Van den Broeck (2009). The questionnaire was normed for use in for-profit and non-profit organizations to measure the three dimensions of readiness of employees for change. The Organizational Change Readiness Questionnaire original scales manifested significant levels of reliability for the three constructs being investigated: Emotional ($\alpha = .70$), Cognitive ($\alpha = .69$), and Intentional ($\alpha = .89$) (Bouckenooghe et al., 2009). The average reliability coefficient for the original total Readiness for Change scale was 0.76, which indicated adequate, minimally acceptable reliability (Bouckenooghe et al., 2009; Field, 2009; Taber, 2016; Tavakol & Dennick, 2011).

Reliability. Cronbach's alpha statistical test is widely used for estimating the reliability of measurement instruments (Vogt, 2007; Taber, 2016; Tavakol & Dennick, 2011). Cronbach's alpha determines if the items on a scale measure the internal

consistency of items on the test. As such, the Cronbach's alpha is a numerical coefficient of reliability that ranges from 0 to 1.0 and, alpha should be .70 to be considered adequate, and above .80 to be considered very reliable (Field, 2009; Taber, 2016; Tavakol & Dennick, 2011). The properties of the Organizational Change Readiness Questionnaire OCQ-R scale revealed an acceptable reliability as follows: Cognitive, $\alpha = .69$, Affective/Emotional, $\alpha = .70$, and Intentional Readiness for Change; $\alpha = .89$; overall $\alpha = .76$, indicating that the scale consistently measures the construct of change readiness within organizations (Bouckenooghe et al., 2009).

Validity. The validity of instrument measurements allows for the determinations of the appropriateness and relevance of the research design and measurements. Per Vogt (2007) validity is both internal and external. Internal validity focuses on truthfulness of the research, the accuracy of the conclusions, and the generalizability of the results. The internal validity also ensures that the variables of the research are being measured as intended. External validity ensures that sample selection is representative of the population. As such, the random sampling methods and the large sample size lends to the validity of this research.

Procedure

The data for this study were randomly collected using Qualtrics.com using the simple random, and criterion sampling methods that were applied are stratified sampling (Snedecor & Cochran, 1989). The services of Qualtrics for data collection was suitable for this study because it provided an efficient and economical means of distributing the survey, receiving responses, allowing for high-security measures, and participant anonymity. Qualtrics is well recognized and widely accepted as a data gathering service

that can be utilized for research in academia and industry. The authorized questionnaire used for data collection was reproduced in Qualtrics. The Qualtrics link to the survey was then disseminated to healthcare employees electronically.

The study participants are working professionals with access to computers and with a basic understanding of computer use. The study participants can reasonably be expected to use computers to complete the survey. Preceding the questionnaire was an electronic consent form to be completed by study participants. The electronic consent form allowed participants to acknowledge their voluntary involvement in this study. The consent form also required the respondents to confirm their understanding of the reason for this research as well as their right to terminate participation without penalty. Personally identifiable information of participants was not collected to protect participant privacy and maintain anonymity. All demographic information that included identifying features such as names, addresses, or e-mails were not collected. However, the gender of the study participants was collected to provide the reader with a picture of the structural makeup of the sample. Additionally, the age group of respondents was collected to identify the generational cohorts belonging to the participants.

Data Analysis

The study was a quantitative, cross-sectional exploratory research using standard multiple regression analysis and mediated multiple regression analyses to test the null hypotheses using IBM's SPSS analysis tool. The correlation analysis tool was used to investigate the relationship between generational cohorts and readiness for organizational change. The correlation test was also used to investigate the hypothesis that within tenure level and position categories there is no relationship between generation cohorts and

readiness for organizational change. Additionally, a correlation matrix was also generated to assess the relationship between readiness for change and Baby Boomers, Generation X, Generation Y, and Generation Z. To measure the internal consistency of the construct of this study, a descriptive statistic, frequency, and an exploratory data analysis command were run to summarize data information. A reliability check was also performed to test the function of the internal consistency of the study constructs. Data information and statistics were summarized to observe the number of cases, the mean, standard deviation, range, skewness, and kurtosis of the dataset. The frequency command provided vital visual data about the demographic makeup, skewness, and kurtosis of the dataset. The exploratory data analysis information used provided information about missing data and outliers (Field, 2009).

Ethical considerations

Ethical concerns involving this study were addressed throughout the research process because of the involvement of human subjects (Creswell, 2009). This study was established on the ethical principles of beneficence, respect for persons, and justice. These ethical considerations guided the moral actions of the researcher. However, no known risks or ethical issues were identified that impacted the target population of the study, the sample, or the online questionnaire which was voluntarily accessed. Participants were treated with respect as self-directed and voluntary participants who were provided with informed consent before participation in the survey. Considering the beneficence, the welfare of the participant was of most importance. As such, the participating human subjects were not harmed emotionally or physically, and all possible benefits were maximized individually. Furthermore, no known risks were identified. The

research maintained the principle of justice by providing an equal level of engagement and anonymity throughout the study. Qualtrics.com was used for data collection for this study. This study was reviewed by the researcher's dissertation committee and approved by the Institutional Review Board (IRB) of George Fox University before beginning data collection. In accordance with the ethical principles established by the Nuremberg Code, the Helsinki Declaration, and the Belmont Report, the principles of respect for persons, beneficence, and justice was upheld.

Summary

This chapter described the research design, rationale, and methodologies that were applied to this dissertation study. A quantitative, non-experimental, cross-sectional design was utilized to support this research. Further, random sampling techniques were utilized to identify the criterion-based sample from working adults within a healthcare environment in the United States of America. The descriptions of the instrumentation and statistical measures used to test the hypotheses were explained along with the informed consent, confidentiality, and ethical considerations. The research questions, sub-questions, null hypotheses, and sub-hypotheses were presented. In the following chapter (Chapter 4), the results of this dissertation research are presented. The analytical procedures, data analysis and interpretation, and discussions of the findings of this study are explored.

CHAPTER 4- RESULTS

This chapter presents the results generated from this cross-sectional quantitative research. The overall intent of this research was (a) to investigate the relationship of Generational Cohort (Baby Boomers, Generation X, Generation Y, and Generation Z) characteristics with Employee Readiness for Organizational Change, (b) to determine if the Tenure Levels and Position Categories of generational employees contributed to the Readiness for Organizational Change, and if so, (c) to assess the strength and direction of the relationship between the variables. In this chapter, the research methodology and the results of the study are presented. In this cross-sectional correlational design, the four generational cohorts (GENCO) were tested to evaluate whether or not a significant relationship exists between the employee readiness for organizational change (ROC) and the moderating relationship of generational employee tenure (TE) and position category (POC).

The three dimensions of organizational change readiness (cognition, emotion, and intention) comprised the scale that indicated and measured employee readiness for organizational change, and the three sub-scales gathered data on these dimensions of ROC. A correlational analysis was used to answer the research questions and sub-questions and test the hypotheses and sub-hypotheses that were generated from the research questions. These research methodology procedures investigated the relationships between generational cohorts and employee change readiness and evaluated the possible impact of position category and tenure levels on generational employees' change readiness. Additionally, the research procedures sought to explain the direction of the

relationship and how much variance in readiness for organizational change might be explained by generational characteristics.

In the following sections, the details of the data analysis and results are discussed with the research questions and hypotheses. However, data collection, a description of the population and sample, description of the participants, the research design and methodology, instrument measures, instrument reliability and viability are first presented.

Data Collection

The data for this study were randomly collected using one survey instrument. Demographic questions were specified and included in the instrument to collect demographic data such as gender, education, geographic region, employment tenure levels, and generational age range of study participants. To maintain anonymity, no personally identifying information such as name, address, IP address or phone number was collected. A validated and reliable questionnaire, the OCQ-R section of the three-part OCQ-C, P, R questionnaire, was used to collect data on the employee readiness for organizational change. The OCQ-R section of the Organizational Change Questionnaire contains nine questions, and three of the questions were reverse scaled. The OCQ-R questions measured the three dimensions of employee readiness for change: cognitive readiness, emotional readiness, and intentional readiness. Qualtrics.com survey platform was used to collect survey responses, and the latest version of IBM's SPSS® Statistics software was used to analyze the data. The data was collected and transferred into the SPSS software for data analysis.

Description of the Population and Sample

The sample was collected using an electronic survey platform. For this research, the services of Qualitrics.com were employed to distribute the surveys to a randomly selected criterion-based sample from a population of voluntarily registered adult healthcare employees throughout the Southeastern United States of America (USA). Adult participants were recruited from the southern states of Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee. Research participants were given the opportunity to make voluntary informed decisions regarding their participation. Study participants were required to read and electronically acknowledge that they understood the description of the study as outlined as provided on the electronic informed consent form. Study participants were informed that they could discontinue participation in the survey without consequences. The informed consent form explained how participants are protected from harm by outlining the risks and benefits of participating in this research. Additionally, the informed consent form also provided emphasized how the information that they provided would be protected. Participants who provided consent were directed to the survey for completion. Those participants who declined consent were redirected to an exit page and were not given the opportunity to complete the survey. The response of participants who did not complete the survey in its entirety was not included in this study.

Sample Frame and Sample Size

In quantitative studies, the sample size is guided by heuristics, such as 10, 15, or 30 participants per variable (Field, 2009; Aguinis, 2010). A priori G-Power analysis for a point biserial model correlation conducted in G-POWER3 with an alpha of 0.05, a power

of 0.95, and a medium effect size ($f^2 = 0.30$) was used to determine sample size (Faul, F., Erdfelder, E., Buchner, A., & Lang, A.G., 2013), and the desired total sample size for this study was 134. A sample frame of adults employed in the healthcare industry in the southeastern United States of America was targeted for this research, and a sample of 210 actively employed individuals who were stratified by generational cohorts was randomly drawn. There was 100% (n = 210) response rate without missing responses. From this sample size, 53 participants were assigned to the Baby Boomer generation, 53 participants were assigned to Generation X, 53 participants were assigned to Generation Y, and 51 participants were assigned to Generation Z.

The sample size consisted of participants with educational levels which range from associate degrees to doctoral degrees. Unemployed adults who satisfied the generational cohort criterion were excluded from the study, as well as participants under the age of 18 (<18years old) who may have otherwise satisfied this criterion. Additionally, participants who failed to complete the survey in its entirety and those who were not employed in the healthcare setting in the Southeastern states of the United States were excluded from the research.

Effect Size

Acceptable sample size in quantitative research is often guided by heuristics such as 10, 15, or 30 participants per variable (Field, 2009; Nunnally, 1977). However, Aguinis and Gottfredson (2010) and Nunnally (1977) recommended that larger sample sizes ranging from 200 to 400 for quantitative analysis. Aguinis and Gottfredson. (2010) further suggests that using a larger sample size in quantitative analysis allowed for the accurate detection of effect sizes, allowing researchers to avoid a Type 1 error and accept

a null hypothesis when it should be rejected. J. Cohen (1992, 1988) suggested that the correlation coefficients can be used to determine the effect size as follows, R=0.10 (Small effect): In this case, the effect explains 1% of the total variance; R=0.30 (Medium effect): In this case, the effect explains 9% of the total variance; R=0.50 (Large effect): In this case, the effect explains 25% of the total variance. For this current study, the correlations coefficient was used to determine the effect size.

Description of Participants

For this dissertation research, a heterogeneous, randomly selected sample was used. Participants were randomly drawn from eight Southeastern states including Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee, to ensure regional diversity. Two hundred and ten (n = 210) participants were stratified by generational cohorts and were assigned to three groups of 53 and one group of 51 based on these criteria. The composition of the generational cohort (Table 1) was as follows: 1946 to 1964 (Baby Boomer Generation)(n = 53) who made up 25.2% of the sample; 1965 to 1980 (Generation X (n = 53, 25.2%), 1981 to 1996 (Generation Y (n = 53, 25.2%), and 1997 to later (Generation Z (n = 51, 24.3%). Additionally, the gender makeup of the population was predominated by women, who make up 83.8% (n = 176) of study participants, and this composition was not representative of the general population in the United States or the Southeastern states. According to its most recent supplemental report (2017), the US Census Bureau recorded the gender makeup of the US as 49.2% male and 50.8% female. The female participation in this study far exceed those of males by almost six times in the sample.

Table 1: Population by Gender and Generational Cohorts

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	34	16.2	16.2	16.2
Female	176	83.8	83.8	100.0
Total	**210**	**100.0**	**100.0**	
Generational Cohorts (GENCO)	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Baby Boomer	53	25.2	25.2	25.2
Generation X	53	25.2	25.2	50.5
Generation Y	53	25.2	25.2	75.7
Generation Z	51	24.3	24.3	100.0
Total	**210**	**100.0**	**100.0**	

Of participants' tenure level (table 2), 32.9% (n = 69) the participants in this study worked at their healthcare organization with a tenure level of 0 – 2 years while 21.4% (n = 45) of the participants have been employed for with their organization for 3 – 5 years. In the 6 – 8 years and 9+ years of tenure level groups, the length of employment for participants is 15.2% and 30.5%, respectively. Additionally, from table 2, observe that 54.8% (n = 115) of the participants in this study were medical support staff, which predominated the population.

Table 2: Population by tenure level and Position Categories

Tenure Level (TE)	Frequency	Percent	Valid Percent	Cumulative Percent
0 - 2 years	69	32.9	32.9	32.9
3 - 5 years	45	21.4	21.4	54.3

6 - 8 years	32	15.2	15.2	69.5
9 + years	64	30.5	30.5	100.0
Total	**210**	**100.0**	**100.0**	

Position Category (POC)	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Medical Support Staff (Doctors, Nurses, and Technicians staff)	115	54.8	54.8	54.8
Administrative Staff (Executives, Managers, Supervisors, Finance, HR, and organization operations staff)	50	23.8	23.8	78.6
Specialty & Ancillary Services Staff (Laboratory, cardiology, and other lay staff)	17	8.1	8.1	86.7
Data Management & Other Staff (IT, HIM, and Other organizational staff not mentioned above)	28	13.3	13.3	100.0
Total	**210**	**100.0**	**100.0**	

Education	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Associates level	105	50.0	50.0	50.0
Bachelors level	68	32.4	32.4	82.4
Masters level	24	11.4	11.4	93.8
Doctoral level	13	6.2	6.2	100.0

Total	**210**	**100.0**	**100.0**	

From table 2, it is observed that 50.0% (n = 105) of the participants in this study were educated up to associates level, 32.4% (n = 68) were educated up to bachelors level, 11.4% (n = 24) were educated up to masters level, and 6.2% (n = 13) were educated up to doctoral level. As of 2017, in the general US population of over 247 million adults 18 years and older, over 188 million adults had obtained an education that ranged from a high school diploma to a graduate or professional degree. The educational level result from table 2 is not representative of the general population in the United States or the Southeastern states.

Research Design and Methodology

This research applied a quantitative methodology, correlation analysis, to test the relationship, and the strength and direction of the relationship between several variables (Generational Cohorts (GENCO) – Baby Boomer generation, Generation X, Generation Y, Generation Z) and the dependent variable, Readiness for Organizational Change (ROC). This study also sought to examine the relationship in ROC that may have emerged as a result of the tenure level and position category of the different generations. How much the independent variables correlate to determine the strength and direction of the relationship in the dependent variable was what was being examined. Correlational analyses were applied to test the hypotheses and answer the research questions that were generated from the following omnibus research question:

> *What is the relationship between generational cohorts (GENCO) and employee readiness for organizational change (ROC) in a healthcare environment when moderated by tenure (TE) and position category (POC)?*

Random sampling techniques and Likert scale survey instruments were used to collect data to ensure that the researcher did not interact with survey respondents, allowing objectivity. Further, the makeup of the omnibus research question supported the research design and correlational analysis methodology. This is because correlations analysis is used to develop a statistical model to describe the relationship between the variables, determine the co-relationship or association of two quantities, identify the direction and strength of association between variables, and determines the extent to which the relationship between variables is linear (Kuiper, 2008; Laerd, 2013; Stanton, 2001). As such, the correlational design was used to test the existence of a relationship between the variables of this research.

Measures

The Organizational Change Questionnaire survey instruments were used to electronically collect data concerning generational employee readiness for organizational change from a randomly chosen sample of employed adults between the age range of 18-73 years across the Southeastern states of the USA. The Organizational Change Questionnaire is part of a three-part questionnaire (OCQ-C, P, R) that measures cognitive, emotional, and intentional readiness for change of employees (Bouckenooghe, et al.,2009). As discussed in Chapter 3, the OCQ-C, P, R construct was normed for organizational research. Dr. Dave Bouckenooghe, one of the creators of the OCQ-C, P, R, granted the researcher permission to use questionnaire for this research. The questionnaire was developed to measure an organization's change climate, change process, and change readiness at the organizational and individual levels. However, the three components of the instrument could be used independently of each other to measure

the three independent constructs within an organization. The OCQ-R construct of the scale measures was used for this study because it is designed to measure readiness for organizational change and because the OCQ-R section was developed to measure the individual employee readiness for organizational change, the focus of this study. The OCQ-R construct is composed of three sub-scales that measure employees' cognitive, emotional, and intentional readiness for organizational change. The responses were collected using 5-point Likert scales with the following ranges: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree. However, one sub-scale, the cognitive readiness for change, was reverse scaled as follow: 5 = strongly disagree, 4 = disagree, 3 = neither agree nor disagree, 2 = agree, and 1 = strongly agree. The original OCQ-R scale exhibited acceptable reliability properties overall ($\alpha = .76$), and OCQ-R sub-scales individually exhibited acceptable reliability properties (Cognitive Readiness, $\alpha = .69$, Emotional Readiness, $\alpha = .70$, and Intentional Readiness for Change; $\alpha = .89$).

Instrument Reliability and Viability

The reliability and validity of the Organizational Change Questionnaire (OCQ-C, P, R) survey instruments have been established in existing literature and explained in detail in Chapter 3. Per Field (2009) and Vogt (2007), the reliability of an instrument highlights its consistency in measuring what it is supposed to measure and reveals whether or not a research design can be replicated by future researchers. The reliability of an instrument contributes to the validity of the results. Here, when an instrument fails to measure that which it is intended to measure, results generated will not be considered valid. As such, the documented reliability of the original instrument, as discussed above, contributed to

its validity. The reliability in statistics describes the inter-item consistency. For this study, the inter-item consistency in statistics was measured in terms of Cronbach's alpha, which ranged from 0.76 to 0.90 and is deemed to be good. Hence, all the items were considered for further analysis.

Table 3: Reliability analysis of OCQ-R scale instrument

Variables	**Cronbach's alpha (α)**
Overall	0.84
Intentional readiness for change	0.89
Cognitive readiness for change	0.76
Emotional readiness for change	0.90

The OCQ-R scale used for this study exhibited consistent properties when compared to the original OCQ-R scale (Table 3). The properties of the OCQ-R scale are as follows: The Cognitive Readiness for Change was α = .76; the Emotional Readiness for change was α = .90, and the Intentional Readiness for Change was α = .89. The overall reliability average was α =.84 These reliability results indicate that the instrument used for this research was valid.

In this study, the OCQ-R scale exhibited better properties than the original instrument overall, which indicated that the items were consistent in measuring what they were supposed to measure. This result supports the validity of the instrument. Furthermore, differences in scale reliability from the original report and from one study to study can be affected by sample size and the composition of the dataset. The evidence of the instruments' ability to measure what it is supposed to measure is determined by examining the statistics in the correlation matrices of the variables. Additionally, a low

statistical correlation indicates that no construct in the variables is correlated with each other. Therefore, the constructs in the variables are not redundant and thus ensures discriminant validity.

Details of Data Analysis and Results

The purpose of this quantitative cross-sectional exploratory study seeks a) clarification of any influence that generational cohort characteristics have on the response to organizational change by change recipients, and b) to determine if position categories and tenure impact the relationship of generational cohorts on the readiness for organizational change among actively employed adults (≥18 years old) in healthcare organizations in the Southeastern states of the United States. In other words, the two goals of this study were (a) to determine if the independent variables, the generational cohorts' (GENCO) characteristics influence the dependent variable Readiness for Organizational Change (ROC) by examining how the relationship and direction of the relationship in the dependent variable can be explained by the independent variables, and (b) to determine whether or not the Tenure Level (TE) and Position Category (POC) of GENCO influence employee Readiness for Organizational Change. It was hypothesized that generational cohort characteristics would not have a statistically significant effect on employee readiness for organizational change ($H_0$1), and the influence of TE and POC on generational cohorts would not predict a statistically significant relationship in employee readiness for organizational change (H02). To test these study objectives, a correctional analysis was used to the proposed hypotheses ($H_0$1 and $H_0$2). Correlational tests are used to investigate the relationship and the direction of the relationships between variables.

Means and Standard Deviations

The mean value of intentional readiness was higher for respondents in iGEN cohort (SD = .80), the mean value of cognitive readiness was higher among participants in GENY cohort (SD = .77), and the mean value of emotional readiness was higher in respondents in the GENX cohort (SD = .76), and the mean value for BABO was statistically consistent but lower for intentional readiness (SD = .78) and emotional readiness (SD = .95) dimensions (table 4).

Table 4: Mean and Standard Deviation of variables and the dimensions of Change Readiness

Mean and Standard Deviation Report

Generational Cohorts		IRC	CRC	ERC
BABO	Mean	3.8302	3.6101	3.6226
	N	53	53	53
	Std. Deviation	.78344	.77276	.95192
GENX	Mean	4.0189	3.5975	4.0943
	N	53	53	53
	Std. Deviation	.81496	.96600	.76062
GENY	Mean	4.0314	3.7044	3.9371
	N	53	53	53
	Std. Deviation	.89458	.76978	.79275
iGEN	Mean	4.1307	3.5556	3.9477
	N	51	51	51
	Std. Deviation	.80022	.81012	.73143
Total	Mean	4.0016	3.6175	3.9000
	N	210	210	210
	Std. Deviation	.82588	.82955	.82688

Hypothesis one (H_0)

The first hypothesis was evaluated to determine how GENCO explains the relationship between ROC when correlated with variables TE and POC. In order to test

the hypothesis, a correlation analysis was applied by using SPSS. There was a significantly negative correlation between the tenure level in healthcare organizations and generational characteristics. However, none of the other correlations demonstrated a statistically significant relationship (Table 5).

Table 5: Correlational analysis of Tenure Level, Position Category, Generations Cohort, and Change Readiness

		GENCO	ROC	TE	POC
GENCO	Pearson Correlation	1	.100	-.700**	.030
	Sig. (2-tailed)		.149	.000	.667
	N	210	210	210	210
ROC	Pearson Correlation	.100	1	-.098	.109
	Sig. (2-tailed)	.149		.158	.114
	N	210	210	210	210
TE	Pearson Correlation	-.700**	-.098	1	-.047
	Sig. (2-tailed)	.000	.158		.500
	N	210	210	210	210
POC	Pearson Correlation	.030	.109	-.047	1
	Sig. (2-tailed)	.667	.114	.500	
	N	210	210	210	210

**. Correlation is significant at the 0.01 level (2-tailed).

As such, the null hypothesis, which asserted that generational cohorts would not explain the relationship between the dependent variable, readiness for organization and the depended variable, generation cohorts, was supported. For this analysis, the effect size was medium with ROC and small with other variables.

Hypothesis two ($H_0 1$)

Hypothesis 2 evaluated the extent to which generation cohorts predicted a relational effect on employee readiness.

Table 6: Generational cohorts correlated with employee change readiness

		GENCO	ROC
GENCO	Pearson Correlation	1	.100
	Sig. (2-tailed)		.149
	N	210	210
ROC	Pearson Correlation	.100	1
	Sig. (2-tailed)	.149	
	N	210	210

From table 6 above, it was observed that the correlation coefficient between the change readiness and generation was 0.100 and its corresponding p-value was 0.149>0.05. Since the p-value is more than 0.05, we can observe that there is no significant association between readiness for change and generation cohorts; as such, the null hypothesis is supported. For this analysis, the effect size was medium for ROC.

Hypothesis three ($H_0$2)

Evaluation of hypothesis 3, which examined the extent to which tenure and position category interact with generational cohorts to have a relations effect on readiness for organizational change. There was significantly negative correlation between the tenure of work in health care organizations and generations. None of the other correlations were statistically significant. In order to examine the correlation between generation and position categories, Pearson correlation test was applied by using SPSS (Table 7).

Table 7: Generation cohorts correlated with position category

		GENCO	POC
GENCO	Pearson Correlation	1	.030
	Sig. (2-tailed)		.667
	N	210	210
POC	Pearson Correlation	.030	1
	Sig. (2-tailed)	.667	
	N	210	210

The correlation coefficient between the generational cohort and position categories was 0.03, and its corresponding p-value was 0.667>0.05. Since the p-value was more than 0.05, there was no significant correlation between the generation and position categories, yielding a small effect size. In order to examine the correlation between generation and tenure levels, Pearson correlation test was applied by using SPSS (Table 8).

Table 8: Correlation analysis of generation cohorts and tenure level

		GENCO	TE
GENCO	Pearson Correlation	1	-.700**
	Sig. (2-tailed)		.000
	N	210	210
TE	Pearson Correlation	-.700**	1
	Sig. (2-tailed)	.000	
	N	210	210

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient between the generational cohort and tenure was -0.700, and its corresponding p-value was 0.000<0.05. Since the p-value was less than 0.05, there was a significant correlation between the generation and tenure with a small effect size. In

order to examine the correlation between generation and intentional, cognitive, and emotional, the Pearson correlation test was applied by using SPSS (Table 9).

Table 9: Correlation analysis of generational cohorts, internal readiness for change, cognitive readiness for change, and emotional readiness for change

		GENCO	IRC	CRC	ERC
GENCO	Pearson Correlation	1	.124	-.007	.112
	Sig. (2-tailed)		.074	.922	.107
	N	210	210	210	210
IRC	Pearson Correlation	.124	1	.248**	.469**
	Sig. (2-tailed)	.074		.000	.000
	N	210	210	210	210
CRC	Pearson Correlation	-.007	.248**	1	.386**
	Sig. (2-tailed)	.922	.000		.000
	N	210	210	210	210
ERC	Pearson Correlation	.112	.469**	.386**	1
	Sig. (2-tailed)	.107	.000	.000	
	N	210	210	210	210

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient between the generational cohorts and intentional readiness was 0.124, and its corresponding p-value was 0.074>0.05. Since the p-value was more than 0.05, there was no significant correlation between the generational cohorts and intentional readiness. The correlation coefficient between the generational cohorts and cognitive readiness was -0.007, and its corresponding p-value was 0.922>0.05. Since the p-value was more than 0.05, there was no significant correlation between generations and cognitive readiness. The correlation coefficient between the generational cohorts and emotional readiness was 0.112, and its corresponding p-value was 0.107>0.05. Since the

p-value was more than 0.05, there was no significant correlation between generational cohorts and emotional readiness. For the correlation between the GENCO and CRC and between the GENCO and ERC, the effect size was small, and; for the correlation between GENCO and IRC, the effect size was medium.

Regression Analysis and ANOVA

A statistically significant correlational relationship was not observed between generational cohort characteristics and the three dimensions of organizational change readiness. As such, regression analysis and general linear model analysis was applied using SPSS to test the between-subject effects and to determine if there is a significant relationship between generational characteristics and change readiness. The results of the regression analysis indicate that the beta coefficient between the readiness and generation was 0.100 and its corresponding p-value was 0.149>0.05 (Table 10).

Table 10:Regression analysis of change readiness and generational cohorts

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.700	.106		34.930	.000
GENCO	.056	.039	.100	1.450	.149

a. Dependent Variable: Change Readiness

Table 11: General linear model analysis of GENCO, TE, POC, and ROC

Tests of Between-Subjects Effects

Dependent Variable: Change Readiness

Source	Type III Sum of Squares	df	Mean Square	F	Sig.

Corrected Model	4.825[a]	14	.345	.863	.600
Intercept	1169.551	1	1169.551	2927.133	.000
POC	.775	3	.258	.646	.586
TE	.838	3	.279	.699	.554
POC * TE	2.602	8	.325	.814	.591
Error	77.913	195	.400		
Total	3178.802	210			
Corrected Total	82.738	209			

a. R Squared = .058 (Adjusted R Squared = -.009)

The p-value is more than 0.05, and there is no significant association between readiness to change and generations. Additionally, the F value for the interaction between organizational change readiness, tenure, position category, and generational cohorts was 0.814, and its corresponding p-value was 0.591>0.05. Since the p-value is more than 0.05, there is no significant association between change readiness and generational cohorts.

Table 12:Analysis of Variance between the dimensions of readiness and generational cohorts

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Intentional readiness for change questions	Between Groups	2.471	3	.824	1.211	.307
	Within Groups	140.085	206	.680		
	Total	142.555	209			

Cognitive readiness for change questions	Between Groups	.620	3	.207	.297	.827
	Within Groups	143.205	206	.695		
	Total	143.825	209			
Emotional readiness for change questions	Between Groups	6.268	3	2.089	3.150	.026
	Within Groups	136.632	206	.663		
	Total	142.900	209			

The analysis of variance between the different dimensions of change readiness and generational cohort characteristics was statistically not significant for intentional readiness and cognitive readiness and significant for emotional readiness.

Summary

This chapter (Chapter 4) presented the results of a study that applied correlation procedures to assess the relationship among Generational Cohorts, Tenure, Position Categories, and Readiness for Organizational Change. The results of the correlational analysis indicated that a positive statistically significant relationship between Generational Cohorts characteristics and Readiness for Organizational Change does not exist; therefore, the null hypotheses were supported. Moreover, the results of the correlational analysis indicated that no significant relationship existed when generational cohorts, tenure, and position category was correlated with the Readiness for Organizational Change dimensions. However, the tenure level and position category showed a negatively significant relationship. The descriptive statistics presented highlights the composition of the sample used in this study. The makeup of the sample (n = 210) was criterion-based, and the sample was randomly drawn. Gender, educational

level, and generational cohorts were included in the makeup of the sample. However, when evaluating the gender makeup, women predominated men as survey respondents. Further, the reliability statistics differed from those of the original scales with stronger properties than originally reported, supporting the validity of the instrument. Chapter 5, presents the results in the preceding sections, including implications of the study to organizations, individuals, recommendations for future studies, and concluding remarks.

CHAPTER 5- DISCUSSION

This chapter explains the results of the study and draws conclusions from the literature review, research method, and data analysis. The purpose of this correlational cross-sectional study was to explore relationship among generational cohorts (Baby Boomers, Generation X, Generation Y, and Generation Z), tenure, position category, and organizational change readiness. Chapter Five highlights the significance of the study, restatement of the description of the sample, discussions of the findings, implication of the study, limitations of the study, recommendations for future research, and concluding remarks.

Studies have examined the relationship between the readiness for change, organizational workforce, and the success of change initiatives. The literature intimate that organizational change initiatives fail because of the lack of readiness for change which results in employee change resistance (Bouckenooghe et al., 2009; Burnes, 2004). A review of the organizational change literature revealed that more than 70% of all organizational change initiatives fail (Bateh, et. al., 2013; Burke, 2010; Kotter, 1996; Warrick, 2009). Additionally, the organizational change literature further suggests that resistance to change is a behavioral response which is ambivalently manifested in support of or resistance to the change initiatives (Armenakis et al., 1993; Lamm & Gordon, 2010; Oreg & Sverdlik, 2011; Van Egeren, 2009). While studies continue to investigate the correctness and accuracy of the failure rate of change readiness, many organizations continue to hold interest in understanding the reason behind the failure rate because of the high cost associated with the failure rate (Bouckenooghe et al., 2009). The literature also asserted that the responses (resistance to or support for change initiatives) of employees

relating to readiness for organizational change is shaped by the beliefs, attitudes, and intentions which are characterized by the three dimensions of readiness: emotion, cognition, and intention (Piderit, 2000).

Consequently, the literature shows that there is increasing generational diversity of the modern workforce, and this phenomenon continues to challenge organizational (healthcare) leaders as they navigate change initiatives (Lancaster & Stillman, 2002; Sharma, et al., 2018). The increasing generational diversity in the workplace has led to four generations with different characteristics and life experiences working within the same organizations (Lancaster & Stillman, 2002; Jeffries & Hunte, 2003; White, 2006). The multigenerational employees come from diverse backgrounds and demonstrate various characteristics, preferred communication styles, values, and career outlooks, which are referred to as the clash point of generation gaps (Zemke, et. al., 2000). Jeffries and Hunte (2003) also affirm that all generational cohorts have different value systems and respond uniquely to situations, and the knowledge of generational characteristics provides an understanding of the diversified workforce as well as the personal motivators of employees and presents a challenge for organizational leadership when navigating a diversified workforce.

This present study sought to evaluate the extent to which tenure and position category moderate generational cohorts' readiness for organizational change in the healthcare industry at healthcare systems across the Southeastern United States, to clarify the relationship between generational cohorts, and to extend the literature on the generational theory and organizational change. The present study employed a large heterogeneous sample size to ensure a geographically diverse sample across the

Southeastern United States of America. This research focused on generational healthcare employees who experienced an organizational change in the past or are currently involved with a change initiative. Additionally, this study focused on four of the five generations (Baby Boomers, Generation X, Generation Y, and Generation Z), as these groups constitute most of the modern workforce.

Significance of the study

Kitchen and Daly (2002) suggest that the study of organizational change is essential and defines organizational behavior. Additionally, the increasing generational diversity of the modern workforce requires an understanding of the influence of generational characteristics on organizational change. However, there is limited research on the change readiness of generational cohorts in the healthcare industry. Therefore, this study significantly contributes to the narrative and literature on organizational change readiness and change management strategies. This dissertation may help close the gap in current literature relevant to the generational theory and organizational change readiness theory and individual response to organizational change. This dissertation presents insight not previously provided that highlights the relationship between generational cohorts and change readiness in the healthcare industry.

Further, this research provides insight lending to the understanding of generational response to organizational change. The data gathered from this study may equip healthcare administrators with knowledge of how different generations respond to organizational change initiatives; the healthcare sector may be better equipped to implement change initiatives successfully. This study may extend the literature on organizational change and reveal the role that generational cohorts play in employee

change readiness when moderated by tenure and position descriptions. The information gathered in this research may provide healthcare leaders with insight on how to adapt change initiatives to meet the characteristics of different generations.

Discussion of findings

The purpose of this study was to determine the extent to which tenure level and position category moderate generational cohorts''readiness for organizational change in the healthcare industry at healthcare systems across the Southeastern United States. This current research sought to examine the relationship among generational cohort characteristics and readiness for organizational change and to determine if this relationship, if any, is moderated by employee tenure level or position category. The correlational analysis was guided by the Omnibus research question: *What is the relationship between generational cohorts (GENCO) and employee readiness for organizational change (ROC) in a healthcare environment when moderated by tenure (TE) and position category (POC)?*

A correlational analysis was used to examine the relationship of the variables of the two research questions that emerged from the Omnibus research question. The two research questions are: (1) To what extent do the generational cohorts predict a relational effect on employee readiness for organizational change? and (2) To what extent do the interaction of tenure, position category, and generational cohorts predict a relational effect on employee readiness for organizational change? It was hypothesized that generational cohort characteristics would not have a statistically significant effect on employee readiness for organizational change (**$H_0$1**), and the influence of TE and POC on generational cohorts would not predict a statistically significant relationship in employee

readiness for organizational change (**$H_0$2**). The results of these correlational analyses are discussed in the following section.

Hypothesis one (H_0) and Hypothesis two ($H_0$1)

The first and second hypotheses sought to examine how generational cohort characteristics explain the relationship between readiness for organizational change and when correlated with the variables of tenure level and positions category. Using Pearson's correlation coefficient, the quantitative correlational analysis showed a positive correlational relationship between generational cohort characteristics and change readiness. The analysis also showed a positive correlational relationship when the position category was introduced as a variable, but the significantly negative correlational relationship between the tenure level and generational characteristics. Although a positive relationship exists between generational cohort characteristics and change readiness, the strength of the correlation, apart from the negative correlation, did not demonstrate a statistically significant relationship. As such, the null hypothesis, which stated that generational cohorts would not explain the relationship between the dependent variable (readiness for organizational change), and the independent variable (generational cohorts), was supported. Moreover, tenure levels showed an inverse relationship with generational cohorts and change readiness.

Negative relationships: TE, GENCO, and ROC

A negative correlational relationship reveals that two variables are moving in different or opposite directions; here, an increase in one variable (TE) is associated with a decrease in the second variable (GENCO) and vice versa (Rogers & Nicewander, 1988). A significantly negative correlation was observed when the tenure level (TE) variable

was correlated with the generational cohorts (GENCO) to examine the influence of generational tenure level on change readiness (ROC). However, this correlation was not proportional. The relationship suggests that an increase in the length of employment does not have a proportional relationship with the generational cohort age group when organizational change readiness is considered. Since an inverse relationship exists with GENCO and TE, the result suggested that the four generations (BABO, GENX, GENY, iGEN) responded to change initiatives independently irrespective of their length of employment. Here, the significantly negative correlation indicates that as one moves up the generational cohort scale, the tenure levels of employees decreases and becomes less significant.

Hypothesis three ($H_0$2)

Pearson's correlation coefficient test was used to evaluate the variables relating to hypothesis 3. Analysis of the data supporting hypothesis 3, which examined the extent to which tenure and position category interact with generational cohorts to have a relational effect on readiness for organizational change dimensions, demonstrated the existence of linear relationships. As mentioned above, there was a significantly negative correlation between the tenure of work in health care organizations and generations which signified that the two variables are inversely related. Additionally, a positive relationship existed between generational cohort characteristics and the three dimensions of organizational change readiness: intention, cognition, and emotion. The correlational analysis showed a positive relationship between generational cohorts, intentional readiness, cognitive readiness, and emotional readiness. However, the demonstrated relationships were not significant, and as such, the null hypotheses were supported.

The results revealed that the positive relationship between the generational cohort and the position category was not significant. The finding indicates that the position level of generational employees did not have a significant influence on their readiness for organizational change. Additionally, the results showed that the emotions demonstrated towards change initiatives, the attitude towards the change, and the willingness to engage in the change was not significantly different from one generation to the other. The findings from this current study showed that all generational cohorts surveyed did not rely on their emotions when making decisions about the initiated organizational change. This was evident because there was no significant relationship between generational cohorts and emotional readiness for change. Further, the current research also revealed that the attitude or thought process of the generational cohorts was not significantly different. There was no significant relationship between generational cohorts and cognitive change readiness. Finally, the results indicated that the four generational cohorts surveyed demonstrated a similar propensity to exert energy to engage in the change process, as evidenced by the lack of significant relationship between intentional change readiness and generational cohorts.

Summary

After the review of the data, the overall perception presented by the quantitative correlational research was that generational cohort characteristics have a positive linear relationship with readiness for organizational change. However, the perceived linear relationship is very weak, and therefore, statistically not significant. Additional analysis performed to determine the impact of generational cohort characteristics was performed using regression analysis. The analysis revealed that there was no association between the

independent variable (GENCO), the mediated variables (TE and POC), and readiness for organizational change (ROC); this is because a moderate correlation between the variables was not established. As such, a linear relationship could not be determined. Further, an Analysis of Variance (ANOVA) test was performed to determine the variance and difference between generational cohorts and three dimensions of change readiness. While the cognitive and intentional change readiness dimensions were found to have no significant variance or difference from the average mean, a significant variance was observed for the emotional dimension of change readiness.

Literature support

As discussed in Chapter 2, the literature has demonstrated that organizational change initiatives elicit cognitions, emotions, and intentions that inform employees' response and behavior toward change and also have a bearing on how they feel, think, or act in relation to their role and impact within the organization and, consequently, their readiness for change (Armenakis et al., 1993; Bouckenooghe et al., 2009; Oreg et al., 2003; Oreg, et al., 2018). However, the results generated from this study did not show a statistically significant relationship between generational employees' readiness for organizational change. While generational characteristics and perceptions differ and impact the response to change according to the literature (Pihulyk, 2003; Price & Chahal, 2005), correlational evidence of generational cohort influence on change readiness could not be determined, as the relationship observed was not significant. However, because the present study indicates that there is a significant variance between generational cohorts and the emotional dimension of change readiness, further studies might be warranted to

investigate this phenomenon since the high cost and failure rate of change initiatives persist.

Implications of the study

Readiness for organizational change is a multi-faceted construct that allows organizational members and the organization to share a common commitment to implement change (Weiner, 2009). The successful implementation of change within organizations carries individual and organizational level implications. This current study will allow organizations to clearly identify and define the need for change, formulate the intended change, and assess the readiness of individual organizational members. Although not significant, the current study indicates that generational cohort characteristics positively correlate with the dimensions of organizational change readiness. Understanding of the generational characteristics will foster cooperative behaviors while allowing organizations to attain the knowledge of change efficacy. "When organizational members share a common, favorable assessment of task demands, resource availability, and situational factors, they share a sense of confidence that collectively they can implement a complex organizational change. In other words, change efficacy is high" (Wiener, 2009, p. 4). Here, individual organizational members and the organization could benefit as a result of knowledge acquisition and creation as a result of implementing change initiatives.

There is an overall perception that generational differences influence the ability to embrace organizational change. Generational resistance to change initiatives has been said to increase along the generational scale with the iGeneration cohort less resistant to organizational change and the Baby Boomers more resistant to change (Aldisert, 2002;

Becton, et al., 2014; Bursch & Kelly, 2014; Holtshouse, 2010; Singh, 2013; Valcour, 2013). Although differences may exist between these generations, the findings from this current research did not identify a significant relationship between generational cohorts and their resistance or acceptance to initiated organizational change. As such, the current study indicates that there is no significant relationship or difference in generational readiness for change. This study implies that the Baby Boomer generation, Generation X, Millennials, and iGeneration will all respond equally to the change initiative implemented by organizations due to the lack of significant relationship between generational cohorts and change readiness. As healthcare leaders strive to manage organizational changes such as the shift in consumer behavior patterns, regulatory adjustments, IT developments, and the increasing consolidation of the healthcare industry, generational employee responses to these changes is one less barrier to overcome. Finally, an implication as a result of this current study is that the Baby Boomer generation, Generation X, Millennials, and iGeneration all respond equally with the same thought process, emotion, and attitude when organizational change is initiated or implemented.

Limitations of the study

The scope of this quantitative correlational research was limited to the number of healthcare employee participants across the Southeastern states of the United States of America. This is a limitation because the self-reported survey instrument used to collect the data cannot guarantee the authenticity and veracity of the study participants. Additionally, this quantitative correlational research included limitations imposed by the survey instrument because surveys can limit the accuracy of the data. The data used for the study originated from the Likert-scaled Organizational Change Questionnaire (OCQ-

C, P, R) survey instrument. The five-point scale used descriptive words such as strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree. Three of the survey questions were reversed scale. It is possible that participants did not consider the reverse scaled questions when giving responses. This limitation could have resulted in a variance in the dataset which cannot be accounted for examining the relationships among variables.

Another potential limitation involved the disparity of the frequency of gender in the dataset. The distribution of females in the sample significantly exceeded those of males and was not representative of employed healthcare employees across the Southeastern states of the United States. Along with gender, a potential limitation involved the geographic distribution of the population. This sample was collected from a population that was concentrated in eight Southeastern states of the United States, a population that is not representative of the United States of America. Selecting participants according to the gender and geographic distribution indicated in the U.S. Census Bureau population data could have averted this limitation. Finally, this quantitative correlational study was delimited to adult healthcare employees working in the Southeastern United States.

Recommendations

Organizational change continues to receive increased attention in recent years; organizations continue to experience difficulties when managing an increasing rate of change programs (Kotter, 2002; Saka, 2003). Additionally, with four generations (Baby Boomers, Generation X, Generation Y, and Generation Z) with different characteristics, personality traits, ethnicity, culture, and life experiences now working side-by-side

(Lancaster & Stillman, 2002; Jeffries & Hunte, 2003, White, 2006), future research on organizational change should include all four generations. This current study should be repeated with a larger sample size and a better distribution of gender from all regions of the United States and globally. Additionally, due to the large composition of the female gender in this study, future studies should evaluate the relationship between females within the generational cohorts and readiness for organizational change. It may be beneficial to include both qualitative and quantitative methods when this research is repeated.

More studies are needed to determine the impact and influence of generational cohort characteristics and readiness for organizational change. Future studies to understand if the cultural diversity of generational cohorts predict organizational change readiness, and the extent to which the cultural diversity influence employee readiness for organizational change is needful to expand the organizational change and generational theory literature. Such a study will increase the understanding of the individual, employee level change readiness when the ethnicity of generational cohorts is considered. Further, it might be necessary to understand whether or not personality traits moderate or predict organizational change readiness and is, therefore, recommended. Additionally, it might be needful to apply a qualitative methodology to observe the behavior of different generations under various organizational change conditions, allowing for a more in-depth understanding of the lived experiences of generational cohorts.

Conclusions

This quantitative, cross-sectional research was significant because it provided insight into the relationship among four generational cohorts and three dimensions of

readiness for organizational change. The findings of the present study were that positive relationships exist between generational cohorts and the three dimensions of change readiness; however, the existing relationships were not statistically significant. Study findings also revealed that there is a difference between the generational cohort characteristics and the emotional change readiness dimension. The findings from this study may be useful to organizational leaders, enabling them to develop an awareness of generational characteristics and differences when developing effective organizational change strategies to ensure successful change implementation within the healthcare environment.

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APPENDICES

Appendix A: Informed consent

INFORMED CONSENT DETAILS
Research Topic: The relationship among generational cohorts, tenure, job categories, and employee readiness for organizational change in a healthcare environment: A Quantitative Study
INTRODUCTION
The purpose of this informed consent form is to provide you with information that may affect your decision to participate or not participate in this research. This consent form also records the consent of those who agree to be involved in the study.
RESEARCH
Jerry S.K. Adatsi is a student researcher at George Fox University's College of Business in the Doctor of Business Administration Program. He has invited you to participate in a research study investigating the relationship among healthcare employees of different generations and their readiness for organizational change.
STUDY PURPOSE
The purpose of this research is to determine if employees' generational cohort characteristics contribute to their readiness for organizational change. The results of this study will allow for a greater understanding of factors that contribute to organizational change readiness in the healthcare sector. This is an online study intended to identify the difference among generations (Baby boomers, Generation X, Generation Y, and Generation Z) and the readiness for organizational change within a healthcare system organizational change effort. This research will explore how generational characteristics, employee tenure, and position categories of an employee impacts the readiness for change.
ELIGIBILITY
You are eligible to participate in this research if you: 1. Are currently employed at a healthcare organization. 2. Are at least 18 years of age. You are not eligible to participate in this research if you: 1. Are not currently employed at a healthcare organization 2. Are not at least 18 years of age.
DESCRIPTION OF RESEARCH ACTIVITY
If you agree to participate in the study, you will be asked to: Participate in an online survey. You will be asked to take the survey at the time and location of your choosing. Each participant will approximately 7 minutes taking the online survey. Approximately 120-500 participants will be participating in this research study.

RISK
There are no known risks or foreseeable risk from participating in this study. In any study, there is some possibility that you may be subject to risks that have not yet been identified. To decrease the potential for risks, you can stop participation in the survey at any time.
BENEFIT
You will receive no direct benefits from participating in this research study. Your responses may help us learn more about the employee's readiness for organizational change and generational cohorts within healthcare organizations. Although individual employees of your organization will not directly benefit from participating in this study, a summary of the study findings, without any individual responses, will be made available to your organization's leadership at the conclusion of the study.
CONFIDENTIALITY AND ANONYMITY
All information collected in this study is strictly confidential and anonymous unless disclosure is required by law. What you say, and how you answer the questions in this survey cannot be connected to you, and no one will know if you participated or not in this study. The results of this research may be used in reports, presentations, and publications. The researcher, Jerry S.K. Adatsi, will not identify individual participants at any point. To maintain confidentiality and anonymity of your records, Jerry S.K. Adatsi will not collect personal identifying information with the exception of gender, education level, job position, and length of employment. Data will only be reported as a summary of all data collected. The survey data will be stored in a password protected location. The only person who will have access to the information you provide is the researcher. Your information will be secured in a password protected computer file on a password protected computer. Your survey answers will be collected on Qualtrics.com where data will be stored in a password protected electronic format. Qualtrics does not collect identifying information such as your name, email address, phone number or IP address. The data collected will be kept for a maximum of 5 years. At that point, the electronic data will be destroyed.
WITHDRAWAL PRIVILEGE
Participation is voluntary. You have the right to decline to participate in this research study. If you agree to participate now, you are free to withdraw later. You can also stop participating at any point while taking the survey. There are no penalties to you for not participating. If you decide to withdraw from the study, your employment status will not be affected. To stop participation in the survey, you may exit the online survey at any time. If you

decide to stop participation, the information collected from you will not be used in the study.

COSTS AND PAYMENTS

There is no financial cost to you as a participant in this study. There is no payment for your participation.

COMPENSATION FOR ILLNESS AND INJURY

Your consent to participate in this study does not waive any of your legal rights. No funds have been set aside to compensate you in the event of injury.

VOLUNTARY CONSENT

You are invited to ask questions if you have concerns about the study or about your participation in the study. Please contact Jerry S.K. Adatsi with any questions by email at [redacted]@georgefox.edu.

You are invited to ask any questions about your rights as a participant in this research or voice concerns if you feel you have been placed at risk. Please contact the Chair of the Internal Review Board at George Fox University College of Business by email at [redacted]@georgefox.edu.

This form explains the nature, demands, benefits, and risk of the research study. By clicking "I consent, begin the study" you confirm that you are 18 years or older, understand the content of this form, and agree to participate in this study.

____I Consent, begin the study ____I do not consent, I do not wish to participate

Appendix B: Readiness for organizational change survey

Demographic questions
The following are demographic questions about yourself. This information is not shared with any third party and cannot be connected to you. Please answer the following questions.

1. Are you 18 years of age and older?

- Yes
- No

2. Are you an employee of a hospital or medical clinic in Southeastern, United States (Georgia, Tennessee, Alabama, Mississippi, Louisiana, North Carolina, and South Carolina)?

- Yes
- No

3. In what year were you born?

- 1946 to 1964
- 1965 to 1980
- 1981 to 1996
- 1997 to Later

4. Which position category best describe your job function?

- Medical Support Staff (Doctors, Nurses, and Technicians staff)
- Administrative Staff (Executives, Managers, Supervisors, Finance, HR, and organization operations staff)
- Specialty and Ancillary Services Staff (Laboratory, cardiology, and other lay staff)
- Data Management and Other Staff (IT, HIM, and Other organizational staff not mentioned above)

5. How long have you worked at your current company?

- 0 - 2 years
- 3 - 5 years
- 6 - 8 years
- 9+ years

6. What is your education Level

- Associates Level
- Bachelor's Level
- Master's Level
- Doctoral Level

7. What is your gender?

- Female
- Male

Intentional readiness for change (IRC) questions

This part contains questions about specific change within your department or organization. We are interested in finding out about people's attitudes to change. In answering the following questions, please have the specific change project in mind. Especially try to remember those things that particularly affected you and your immediate colleagues. **Select an answer on a scale of 1 through 5 (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly Agree)**

8. I want to devote myself to the process of change

Strongly Disagree | Disagree | Neither agree or disagree Neutral | Agree | Strongly Agree

9. I am willing to make a significant contribution to the change

Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree

10. I am willing to put energy into the process of change

Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree

Cognitive readiness for change (CRC) questions

This part contains questions about specific change within your department or organization. We are interested in finding out about people's attitudes to change. In answering the following questions, please have the specific change project in mind. Especially, try to remember those things that particularly affected you and your immediate colleagues. **Select an answer on a scale of 1 through 5 (5-Strongly Disagree, 4-Disagree, 3-Neutral, 1-Agree, and 1-Strongly Agree)**

11. I think that most changes will have a negative effect on the client/patient we serve

Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree

12. Plans for future improvement will not come to much

Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree

13. Most change projects that are supposed to solve problems around here will not do much good

Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree

Emotional readiness for change (ERC) questions

This part contains questions about specific change within your department or organization. We are interested in finding out about people's attitudes to change. In answering the following questions, please have the specific change project in mind. Especially try to remember those things that particularly affected you and your immediate colleagues. **Select an answer on a scale of 1 through 5 (1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, and 5-Strongly Agree)**

14. I have a good feeling about the change project

Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree

15. I experience the change as a positive process

Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree

16. I find the change refreshing

Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree

Appendix C: Permission for the use of copyright content

GEORGE FOX UNIVERSITY

Jerry Adatsi <[redacted]@georgefox.edu>

Request to use OCQ-CPR for dissertation research

Dave Bouckenooghe
<[redacted]@brocku.ca>
To: "Jerry S.K. Adatsi" <[redacted]@georgefox.edu>

Thu, Jan 31, 2019 at 10:59 AM

You have permission to use the OCQ-CPR.

Best regards,

Dave B.

GEORGE FOX UNIVERSITY

Jerry Adatsi <[redacted]@georgefox.edu>

Request to use OCQ-CPR for dissertation research

Jerry S.K. Adatsi <[redacted]@georgefox.edu>
To: [redacted]@brocku.ca

Wed, Jan 30, 2019 at 6:37 PM

Good evening Dr. bouckenooghe,

My name is Jerry S.K. Adatsi, and I am a doctoral student at George Fox University. I am currently beginning my dissertation focusing on organizational readiness for change and generation cohorts. I came across your measurement tool for readiness for organizational change while performing my literature review. I am writing to ask for your permission to use the OCQ-CPR measurement tool for my research. The details of the study are provided in a previous email below. I would much appreciate your correspondence on this matter and the opportunity to use your measurement tool.

Thank you,

Jerry S.K. Adatsi

With My Warmest Regards,

I Remain,
Jerry S.K. Adatsi, MBA | Doctor of Business Administration (DBA) Student (ABD - All But Dissertation)
George Fox University | College of Business | [redacted]@georgefox.edu