Development of a Generation Y profile in a non-Western context

By

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A Dissertation submitted to
School of Management, Division of Business,
The University of South Australia (UniSA)
In fulfilment of the requirements for the Degree of
Doctor of Philosophy (PhD) in Business and Management

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2013

Dedication

This dissertation is dedicated to the loving memory of my father, Dr Tarafder Rabiul Islam who motivated me to be an academic and inspired me to accomplish the highest academic degree: Doctor of Philosophy.

This dissertation is also dedicated to my mother, Mrs Shamima Islam who sacrificed her PhD dissertation to fulfil family obligations. Her PhD endeavour has been a constant inspiration for me.

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Abstract

A multigenerational workforce occupies the present job market. There is evidence that each generational cohort possesses unique characteristics. Therefore, management will face challenges unless the distinctiveness of the different generations is recognised. Being the latest entrant, the Generation Y cohort has been a subject of interest among organisational researchers. However, to date, the majority of scholarly work on generational cohorts, and more specifically Generation Y, has been conducted in the Western context. The current study extends the generational cohort literature to South Asia. The purpose of this study was to explore the profile of Generation Y in the South Asian country of Bangladesh. As each generational cohort has its own history, value shaping experiences and workplace expectations, the research also explored the unique influences that have shaped the Bangladeshi Generation Y profile.

Two research questions guided this research:

1 What is the profile of Generation Y business graduates of private universities in Bangladesh?

2 What are the factors shaping this profile?

A qualitative method was applied in this exploratory study, with constructivist grounded theory used as the guiding methodology. The research captured two different perspectives; that of individuals who have experience working with Bangladeshi Generation Y (bank managers and business academics); and the views of Bangladeshi Generation Y themselves (private university business graduates working in banking). A total of 90 in-depth face to face interviews were conducted in 2 private universities and 3 commercial banks. In addition, 111 open ended questionnaires were completed by business graduates of private universities.

The profile of Generation Y that was generated from the research included their technological competency, management preferences, promotion expectations, team work aptitude, organisational loyalty and communication patterns. Generation Y in this study were perceived to be technologically competent, preferred an inclusive style of management, expected quick promotions, were less loyal to organisations, had strong team work aptitude and effective communication skills. The research also revealed four factors that had shaped the profile of Generation Y in the Bangladeshi research context: (I) independence of the nation, (II) changes in Bangladesh's socioeconomic status, (III) the financial and social status of the family of Generation Y and (IV) globalisation.

The study offers a number of implications for organisations in managing Generation Y in Bangladesh. As organisations face increasing challenges in attracting and retaining an effective and efficient work force, gaining a thorough knowledge of Generation Yers' workplace expectations will enable them to manage this newest generation more effectively in

a fiercly competitve business environment. There are also implications for private universities which have emerged as alternative education providers in Bangladesh since the early 1990s. Finally, the findings also have implications for researchers. The current study indicates that a possible shift has taken place with regards to Hofstede's cultual dimensions amongst Generation Y in Bangladesh. This finding alerts cross-cultural researchers to the possibility that cultural dimensions may not be homogenous in a particular national culture, but may vary across generational cohorts.

The conceptual contribution of the research includes extension of the generational literature from a non-Western perspective. The most significatnt contribuion of the current research is that it suggests that generational theory can apply to both developing and developed countries but the factors that determine the generations can be very different depending on the processes of development. Exploration of factors identified context specific forces, influences and events that shaped the youngest genreational cohort's charactieristics. Finally, the study also extends the generations literature by suggesting that the recent influences of Westernisation and globalisation in South Asia have created many similarities between Bangladeshi and Western Generation Y cohorts.

Statement of Originality

I declare that:

This thesis presents work carried out by myself and does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university;

To the best of my knowledge it does not contain any materials previously published or written by another person except where due reference is made in the text; and all substantive contributions by others to the work presented, including jointly authored publications, is clearly acknowledged.

_____

Signature

_____

Date

Acknowledgements

I would like to acknowledge and thank those individuals who encouraged and supported me during my endeavour in the PhD program. I express my wholehearted appreciation to Dr Christina Scott-Young, Principal Co-Supervisor for her guidance, support and encouragement towards completing my PhD dissertation. I cannot thank her enough for having confidence in my capacity to complete the dissertation during the worst hurdles in the PhD program. I am also profoundly thankful to Dr Erich Fein for his support, suggestions and encouragement as my Co-Supervisor.

I am indebted to the Australian Government for granting me an Endeavour International Postgraduate Research Scholarship (EIPRS) which covered my tuition fees for the entire PhD program. I am deeply grateful to the University of South Australia (UniSA) for providing me University of South Australia Postgraduate Award (USAPA) which covered my living allowance during my PhD program and helped me to complete the research project. I am also thankful to the School of Management of UniSA for providing me the UniSA International Travel Grant for collecting data from Bangladesh.

I am grateful to Dr Joanna Crossman for her valuable feedback and academic perspectives. I am thankful to Dr Chris Provis, Dr Marguerite Kolar, Dr Robert Bloomfield, Dr Carmen Joham, Dr Tanbir Ahmed Chowdhury, Dr Nadim Jahangir, Dr Syed Saad Andaleeb, Dr Ananya Raihan, Mr S I Nusrat A Chaudhury, Ms Margaret Heslop, Ms Faria Afzal and Mr Mahbubul Haque Sufyani for their kind and unconditional support at different stages in the PhD program. My sincere appreciation goes to Ms Barbara Brougham for an excellent and thorough editing and reviewing the manuscript.

I would like to thank each and every interview participant who voluntarily took part in this research project and gave their valuable time to meet with me for interviews. Also, I am thankful to the questionnaire participants for giving their time to fill up the questionnaires. I am grateful to the management of the private universities and commercial banks for allowing me to conduct the research in their institutions.

There are several family members without whose support I could not complete this research project. I am indebted to my husband, Dr Ezaz Ahmed for his wholehearted support throughout my PhD program. He has supported me by taking care of our son, Maher who was born few months before I commenced the PhD program. Continuing PhD and raising our son was the hardest challenge of my life. His encouraging and positive words made me stay calm and kept me going towards the finish line.

I thank my brother, Mr T R Islam who encouraged me to stay focussed in my pursuit of PhD dissertation. I cannot thank enough my mother, Mrs Shamima Islam who has enquired about my progress every day from Bangladesh. Her enthusiasm motivated me to continue my journey towards the completion. I am grateful to my late father, Dr Tarafder Rabiul Islam who motivated me to get into the PhD program and shared his experience of PhD program with me. His advice taught me to be patient during the difficult times of this journey. Finally, I am grateful to the Almighty for blessing me to complete my PhD research project and giving me with this opportunity to become a scholar, educator and to contribute to the society.

Development of a Generation Y profile in a non-Western context

CHAPTER 1

Introduction

A multigenerational workforce occupies the present job market worldwide (Gursoy et al. 2008; Haynes 2011). There is a growing call for systematic research on Generation Y because proportionately they will make up a large segment of the future workforce (Twenge 2006). Being the newest addition to the workforce, Generation Y needs to be profiled systematically so that they can contribute optimally in the modern work environment. The profile of the youngest cohort will reveal their distinctive characteristics which will benefit organisational managers because this cohort will constitute a majority in terms of recruitment and selection of the 21st century workforce. The fact that this newest and fastest growing element of the workforce is underspecified in current generational cohort theory, and in particular in regard to this cohort in South Asian contexts, is problematic. Failure to recognise their unique values, job expectations and attitudes will result in ineffective management which could give rise to conflict, dissatisfaction, low productivity and low job commitment, leading to high turnover (Cennamo & Gardner 2008; Gursoy et al. 2008; Macon & Artley 2009; McGuire, By & Hutchings 2007; Rawlins, Indvik & Johnson 2008; Tomkiewicz & Bass 2008; Westerman & Yamamura 2007; Wong et al. 2008).

To date, most data on Generation Y has been gathered in Western nations (Cennamo & Gardner 2008; Dries, Pepermans & De Kerpel 2008; Foscht et al. 2009; Heaney 2007; Ng, Schweitzer & Lyons 2010; Terjesen, Vinnicombe & Freeman 2007; Wong et al. 2008), and review of the literature shows that there has been little investigation of generational cohorts, much less Generation Y specifically in the non-Western context (De Hauw & De Vos 2010; Kowske, Rasch & Wiley 2010; Lamm & Meeks 2009; Twenge & Campbell 2008).

The current study was conducted to characterise or profile Generation Y in a South Asian context. By identifying their profile, organisations in South Asia will be able to more effectively and efficiently manage members of this cohort. Moreover, the study explored the factors that have shaped the profile, in order to understand the context that has shaped this cohort.

1.1 Background and rationale of the study

Social researchers in the West have identified four generational cohorts born and raised in the twentieth century: Veterans or Traditionalists (1900–1945), Baby Boomers (1946–1964), Generation X (1965–1980) and Generation Y (1981–1999) (Lancaster & Stillman 2002, p. 18-24). The present workforce consists of multiple generations where Generation Y is the newest entrant (Benson & Brown 2011; Cennamo & Gardner 2008; Gursoy et al. 2008; Kowske et al. 2010; Macon & Artley 2009; Smola & Sutton 2002; Solnet & Kralj 2010).

A generational cohort has been defined as a group of people born in the same time span and who experience similar historical and social events within the same time period while entering young adulthood (Ryder 1965). Their values, work styles, thought patterns, attitudes, personalities, feelings towards authority and organisation and cultural mores are shaped by their collective experiences, which usually result in variations in world views between the generations (Bogdanowicz & Bailey 2002; Kowske et al. 2010; Kupperschmidt 2000; Mannheim 1952; McGuire et al. 2007; Munro 2009; Raines 2002; Ryder 1965).

Empirical studies have been conducted focussing on Baby Boomers and Generation Xers as they have been occupying the job market for the last three decades. As Generation Y is the latest entrant in the workforce, organisational researchers have just started to incorporate them in generational cohort studies along with Baby Boomers and Generation X (Arsenault 2004; Carver & Candela 2008; Cennamo & Gardner 2008; Dries et al. 2008; Gibson, Greenwood & Murphy 2009; Kowske et al. 2010; Sessa et al. 2007; Treuren & Anderson 2010; Twenge & Campbell 2008; Wong et al. 2008).

Issues studied in multigenerational academic research include work values (Cennamo & Gardner 2008; Chen & Choi 2008; Gursoy et al. 2008; Twenge et al. 2010); leadership preferences (Arsenault 2004; Dulin 2008; Fein, Tziner & Vasiliu 2010; Gentry et al. 2011; Sessa et al. 2007); ethical determinants (Boyd 2010; Meriac, Woehr & Banister 2010); personality and motivation (Montana & Petit 2008; Wong et al. 2008); psychological traits (Twenge & Campbell 2010); organisational commitment (Carver & Candela 2008); career perception (Dries et al. 2008); psychological contract (Hess & Jepsen 2009); workplace fun (Lamm & Meeks 2009); workplace implications (Haynes 2011); and work attitude (Kowske et al. 2010).

Furthermore, organisational researchers have begun to focus on Generation Y alone. To date, studies have been conducted with regards to Generation Yers' career choices (Hurst & Good

2009; Ng et al. 2010); work expectations (Rawlins et al. 2008; Terjesen et al. 2007); workplace attitudes (Solnet & Kralj 2010); technology aptitude (Bennett, Maton & Kervin 2008); and learning and communication styles (Hahn 2011; Hartman & McCambridge 2011; Myers & Sadaghiani 2010; Nicholas 2008).

Being the latest inclusion in the work force, Generation Y will be increasingly occupying positions as Baby Boomers retire. It is a high time to understand them in order to effectively manage them in the multigenerational work environment; however, several academic writers have noted that perceptions of Generation Y and their employment needs are frequently based on popular literature (i.e. articles published in business magazines, non-research based commentary on Generation Y) (Dulin 2008; Lancaster & Stillman 2002; Parry & Urwin 2011; Real, Mitnick & Maloney 2010; Treuren & Anderson 2010; Wong et al. 2008). Lack of systematic and empirical research has led to unconfirmed and sometimes contradictory perceptions of Generation Yers (Trzesniewski & Donnellan 2010; Wong et al. 2008). Thus, there is an increasing call from social sceintists to conduct scholarly empirical work on Generation Y in order to establish a rigorous profile of their expectations, work habits, behaviours, preferences and so forth.

Generation Y academic work has been mostly conducted in the Western context. A gap exists in profiling Generation Y in the non-Western context. Scholarly works on Generation Y in the non-Western context have only just begun to be published (Chen & Chiu 2010; Kueh & Voon 2007; Li & Nimon 2008; Ling, Mun & Ling 2011; Pugsley & Sima 2010; Rahman & Azhar 2011; Yi, Ribbens & Morgan 2010), amongst which is some comparative work between Western and non-Western Generation Y (Egri & Ralston 2004; Uy et al. 2008). Moreover, of those limited empirical works that have been conducted on Generation Y, a substantial number of them are in the field of marketing (Kueh & Voon 2007; Ling et al. 2011; Rahman & Azhar 2011) as opposed to management.

Of the few Asian Generation Y studies that have been conducted, most have been situated in China (Chen & Chiu 2010; Pugsley & Sima 2010; Yi et al. 2010) and few in South East Asia (Kueh & Voon 2007; Ling et al. 2011). These studies have noted that Generation Yers appear to diverge culturally from the older populations in their respective countries (Agarwala 2008; Cao 2009; Du 2011; Parker, Haytko & Hermans 2009; Ramamoorthy et al. 2005; Shah 2009; Zhang, Zheng & Wang 2003). But the focus of these studies has mainly been on identifying cultural

viewpoints and divergences with time rather than generational differences. There is a dearth of academic work concerning generational cohorts, specifically Generation Y in the South Asian region.

With these gaps in mind, an exploratory qualitative study to profile Generation Y has the scope to extend the literature with interesting outcomes. Bangladesh, a South Asian country was chosen for the present study. Bangladesh came into the world map in 1971. Since then many socio economic changes have taken place, one of which has been the emergence of a high number of private universities since the early 1990s to deliver education to Generation Y (Alam, Haque & Siddique 2003; Commonwealth of Learning and UNESCO 2004; IUB 1997). Private universities promoted business education due to an increased number of students interested in this field which resulted from the relative ease of finding jobs as business graduates (Ahmad 2004; Islam 2007; Karim 2006; Kim, Markham & Cangelosi 2002; Rahman 2004). Generation Y business graduates from private universities are increasingly occupying the current job market. The purpose of this research was to develop a profile of Bangladeshi Generation Y based on their own self-view and others' perceptions of them.

An important foundational element that shapes the characteristics of generational cohorts is the major events that take place during the time they are growing up (Baltes, Reese & Lipsitt 1980; Duncan & Agronick 1995; Glass 2007; Mannheim 1952; Noble & Schewe 2003). Generational cohorts diverge in their perceptions, behaviours and attitudes due to exposure to different occurrences during their childhood and youth (Jurkiewicz & Brown 1998; Kowske et al. 2010; Kupperschmidt 2000; Ryder 1965; Strauss & Howe 1991; Twenge 2000). The occurrences and events that have been identified in the literature are applicable to Western generational cohorts. Understanding of the Generation Y in a non-Western context is incomplete. Little is known about whether the Generation Y profile in developing nations is similar. The present study aims to add value to the academic literature in two areas: first, by developing a profile of Generation Y in the South Asian context of Bangladesh; and second, by identifying factors that have influenced this generation's profile.

An extensive literature search has been conducted to locate scholarly work on generational cohorts in the Bangladesh context; however, no separate terminology or defining years of generational cohorts have been found. For this reason, Western generational cohort terminologies and defining years have been used in the present study. It was intended to explore whether the

notion of generational profile that developed in the Western perspective is applicable to another context, specifically the context of South Asia and Bangladesh. Additionally the study explored whether the factors that determine the respective generational profiles of Western and non-Western Generation Y are similar or different.

1.2 Purpose of the study

The purpose of this qualitative grounded theory study (Charmaz 2006; Glaser & Strauss 1967) was to explore the profile of Generation Y in Bangladesh – a non-Western context. In the absence of any scholarly work on generations in Bangladesh, this grounded theory study is a pioneering study in the South Asian context and it contributes to a greater understanding of the emerging work force. By understanding the characteristics of the newest entrant in the corporate workforce, organisations have the opportunity to leverage this generation's optimum performance. The results contribute to a greater understanding of Generation Y in the context of Bangladesh by exploring the factors, forces, events and developments that have shaped their lifestyles, expectations, work attitudes and behaviours. Also, it contributes to a general understanding of the factors that affect cultural and generational change in this particular non-Western context.

1.3 Research questions

This study began as an exploration of how the performance of business graduates from private universities was perceived by their employers in the banking sector in Bangladesh. By utilising two core features of grounded theory (Charmaz 2006; Glaser & Strauss 1967) – theoretical sampling and constant comparison – the research questions for the study were modified after data collection commenced. The refined research questions are:

1 What is the profile of Generation Y business graduates from private universities in Bangladesh?

2 What are the factors that have influenced the formation of the Generation Y profile?

A constructive grounded theory approach (Charmaz 2006) was adopted to frame the research, and the goal was to identify the elements of the Generation Y profile from the perspective of three distinct groups – employers, academics and Generation Yers. Identifying the profile helped to determine similarities and dissimilarities between generations in Bangladesh. By exploring the events and factors shaping a Generation Y profile, probable causes of dissimilarities amongst generations were identified. As a growing number of private university business graduates occupy the job market, an important component of the current research explored the role of private universities in preparing business graduates for the job market.

1.4 Significance of the study

The study significantly expands the literature on Generation Y being conducted from a non-Western perspective. Until now, the majority of recent scholarly work on the Y generation has been based in the Western context (Cennamo & Gardner 2008; Dries et al. 2008; Foscht et al. 2009; Heaney 2007; Ng et al. 2010; Terjesen et al. 2007; Wong et al. 2008). Although these earlier studies have been instrumental in understanding the Western Generation Y profile, organisational researchers looking globally have begun calling for the exploration of Generation Y characteristics – their work place expectations, behaviours and attitudes – in a non-Western context (De Hauw & De Vos 2010; Kowske et al. 2010; Lamm & Meeks 2009; Twenge & Campbell 2008). This study adds value to the management literature by articulating a profile of Generation Y in a South Asian cultural context.

Although scholarly studies have investigated the characteristics of Generation Y, the majority of them have captured perspectives from only one group, such as employers or academics or Generation Y themselves. The current study therefore makes a significant contribution to the literature as it constructed a profile of Generation Y from three perspectives, namely employers, academics and Generation Y themselves.

Another major contribution of the current study lies in identifying the factors that have shaped Generation Y's profile in Bangladesh. Most of the previous studies on Generation Y have not explored the factors that might have shaped their characteristics. Studies have identified factors and events, in general, but have not specifically explained how each of the profile elements has been shaped by these forces. The current study sought to understand the underlying personal, social and contextual factors that shaped the Generation Y profile in Bangladesh.

A final contribution of this study is its provision of feedback to the growing private university sector. Private universities have emerged as alternative education providers in Bangladesh since the early 1990s. As their business program follows Western curricula, this study is timely because the profile of Generation Y has been based on business graduates from private universities. Tertiary private education providers will benefit by learning how employers perceive their graduates.

1.5 Research design

The present study used qualitative data analysis to seek answers to the research questions. A qualitative method was chosen as limited data related to the study's phenomenon exists (Brown et al. 2002). The dearth of Generation Y literature in a non-Western context called for a qualitative methodological approach (Creswell 2008). Grounded theory has been used as the guiding methodology for the current study (Charmaz 2006; Glaser & Strauss 1967). Data was collected directly from participants and analysed with the intention of generating a theory (Strauss & Corbin 1998a). The current study took a constructivist approach to the development of grounded theory (Charmaz 2006), based on the belief that neither the participants nor the researcher came to this study untouched by the world. The primary data sources for this constructivist grounded theory analysis were interviews and questionnaires (Creswell 2008).

1.6 Structure of the thesis

The thesis consists of six chapters. **Chapter 1** contains the introductory discussion of the research questions, the background of the research, objectives and research design of the study.

As will be discussed in the research methodology chapter (Chapter 4), the grounded theory approach used in this project involved exploration of some relevant, detailed literature after data collection. That literature is reviewed in **Chapter 2** which includes an in-depth analysis of existing generational cohort literature that has been published till date. Also, a detailed literature review of generational cohorts and their attitudinal and behavioural characteristics at the workplace are incorporated.

Chapter 3 includes a detailed discussion on the research context: Bangladesh. This helps the readers understand Bangladesh's geographic, historical, political, economic and cultural aspects within which the research has been conducted. It also incorporates a discussion on Bangladesh in the light of four prominent cross-cultural studies completed by researchers over a period of years: House et al. (2004); Hofstede (1980, 1984); Hofstede and Hofstede (2005); Hall (1976, 1989, 2000); Hall & Hall (1990); and Triandis (1995). The chapter also helps readers to understand and identify the significance of studying generational cohorts specifically Generation Y in the current workplace.

Chapter 4 is divided into two parts. The first part specifies the research methodology applied in the current study. A detailed justification for applying the qualitative research approach is also included, as is an explanation of the significance and appropriateness of grounded theory in the

current research context. Ethical considerations, sampling techniques, demographic information and theoretical sampling technique are discussed in this section. The second part of the chapter comprises a detailed discussion of data analysis. This part of the chapter includes a description of the coding process and the use of constant comparison method used in the study.

The theory developed from the study is discussed in **Chapter 5**. This chapter is also divided into two sections. The first part incorporates a discussion with regards to the profile of Generation Y in the Bangladesh context. The second part comprises discussion on the factors influencing the Generation Y profile.

Finally, **Chapter 6** concludes the research, highlighting the major findings and implications of the study. Limitations of the current study and future research areas are also considered.

CHAPTER 2

Literature review

This chapter comprises a detailed discussion on the nature and characteristics of generational cohorts, events influencing them, their perceived work values, attitudes and behaviours.

The chapter begins with describing generational cohort theory. Before discussing three generational cohorts, an in-depth analysis of existing generational cohort literature and more specifically Generation Y literature that has been published till date is included. The discussion then moves on to a review of the definitions of generational cohorts and various events, phenomena and contextual factors influencing them. There is discussion on research into Western generational cohorts and their experiences, working styles and preferences. Finally, the chapter concludes with a detailed discussion of the Western Generation Y profile.

2.1 Generational cohorts

German philosopher and sociologist Karl Mannheim defined generation as groups of individuals who can be clustered together by historical events and their distinct consciousness of those historical events. In his words:

> *The fact of belonging to the same class, and that of belonging to the same generation or age group, have this in common, that both endow the individual sharing in them with a common location in the social and historical process, and thereby limit them to a specific range of potential experience, predisposing them for a certain characteristic mode of thought and experience, and a characteristic type of historically relevant action.* (Mannheim 1972, p.106)

Individuals of each generation are born, commence school, enter the workforce, have children, and retire at about the same time and age (Kowske et al. 2010). Families, educational institutions, laws of the country, values and traditions, wars, economic changes, political ideologies, technological innovations and social upheavals accustom a new generation to the society into which they were born and belong (Kowske et al. 2010; Noble & Schewe 2003). Members of a generation form their own unique reactions to social forces and the shared historical and external occurrences that occur at key developmental stages, especially in late adolescence and young adulthood (Baltes et al. 1980; Duncan & Agronick 1995; Noble & Schewe 2003).

Furthermore, it has been shown empirically that individuals at various developmental stages interpret historical events differently (Duncan & Agronick 1995; Noble & Schewe 2003). Mannheim (1972) discusses the significance of personal development or life stage in the origins

of a generation. According to him, the years from 17 to 25 are crucial, with young adults intellectually questioning and restructuring their attitudes and behaviours. Thus a cohort is:

> *…the aggregate of individuals who experience the same event within the same time interval… suggesting that… each cohort has a distinctive composition and character, reflecting the circumstances of the unique origination and history.* (Ryder 1965, p. 845)

Cohort theorists concur with Mannheim's view that each generation, being raised at the same time, experiences similar historical and social events (Crumpacker & Crumpacker 2007; Mannheim 1972; Ryder 1965; Strauss & Howe 1991). Individuals belonging to similar age groups share memories that come mostly from adolescence and young adulthood. Moreover, Schuman & Scott (1989) argue that individuals tend to have similar personal experiences, suggesting that particular events have influenced them. These particular and time specific events and memories, in turn, impact on social forces and drive societal changes (Mannheim 1952; Ryder 1965).

Organisational researchers suggest that an identifiable 'generation' does not change over time as each generation is the result of the age, formative technologies and economic and social contexts that distinctly shaped it (Noble & Schewe 2003). Several researchers argue that a generation will hold a similar world view that remains consistent from youth to old age. Generations form a particular persona based on factors that include attitudes, values and beliefs about family life, religion, gender roles or lifestyles that do not change as a function of aging (Strauss & Howe 1997; Twenge & Campbell 2001; Twenge & Im 2007). According to Mannheim (1972), being a member of a generation is based on the shared position of an age-group in historical time. Members do not choose membership, nor are they aware of belonging (Kowske et al. 2010), except that social scientists provide labels. Their experiences unconsciously shape their values, attitudes, personality, feelings towards authority and organisation, outlook on life and work experiences (Cogin 2012; Ryder 1965; Strauss & Howe 1991).

Wyatt (1993) suggests that generational cohorts may be shaped by six causes or determinations:

1 A traumatic historical incident or occurrence may bring together people who share a sense of suffering. An example would be a war, such as the liberation of Bangladesh or Vietnam.

2 Mentors may influence a particular generation. For example, the charismatic leader Sheikh Mujibur Rahman brought Bangladeshis together to fight for independence from Pakistan in 1971. Nelson Mandela, Martin Luther King and Mahatma Gandhi are some other mentors who shaped the generation of their times.

3 Generations may be forged by dramatic shifts in population patterns that affect distribution of resources (educational, economic) in a society. For example, the generation that began to emerge at the end of the World War II in the USA, the Baby Boomers, flourished during nation rebuilding after the war, and continues to attract a higher proportion of economic and other resources in the USA.

4 A 'privileged interval' (Wyatt 1993, p. 3) may connect a particular generation in a cycle of success or failure. The Great Depression or economic prosperity can influence generations in shaping behaviour and attitudes.

5 Collective rituals and memories can influence a generational cohort. The Bengali language movement of 1952 was initiated by the students and academics of Dhaka University; that incident highlighted and symbolised Dhaka University as a place of people's protest to stand against injustice for the Baby Boomers and Veterans of Bangladesh.

6 Generations may be formed through the work of people who know and support each other. Examples include the technological innovators Bill Gates and Steve Jobs.

Social researchers have identified four generational cohorts in the twentieth century. Veterans or traditionalists (1900–1945), Baby Boomers (1946–1964), Generation X (1965–1980) and Generation Y (1981–1999) (Lancaster & Stillman 2002). It is noteworthy that these classifications arose in the US, but have been adopted by other Anglo-Saxon Western societies, such as Britain, Australia and New Zealand. There is debate regarding the definition of generational boundaries or the number of years each generation encompasses (Cennamo & Gardner 2008; Gursoy et al. 2008; Smola & Sutton 2002); each generation usually lasts approximately two decades (Schaeffer 2000 and Shepard 2004, cited in Gursoy et al. 2008, p. 450).

Nonetheless, there is a difference among researchers in defining the length of each generation – anywhere between 15 and 24 years (Dulin 2008). Social researchers suggest Baby Boomers' birth year starts from anywhere between 1940 and 1946 and ends between 1960 and 1964 (Smola & Sutton 2002). Similarly, Generation X's birth year lies somewhere in the early 1960s and ends in 1975, 1980, 1981, or 1982 (Karp, Sirias & Arnold 1999; Kupperschmidt 2000; Scott 2000). There is also a debate on the generational boundary of Generation Y. Organisational researchers have suggested that their birth year starts between 1977 and 1982 and finishes between 1994 and 2003 (Shih & Allen 2007).

In the absence of any existing terminology or divisions of generational boundaries for cohorts in Bangladesh, Western generational cohort names and defining years have been adopted for this research. For this purpose, cohort names and defining years provided by Lancaster and Stillman (2002, pp. 18 – 24) have been used in the research. The current workforce in the Bangladesh research context is comprised mostly of three cohorts – Baby Boomers, Generation X and Generation Y, with a few Veterans. This literature review discusses only the first three, as there were no participants representing the Veteran category in this study. As Generation X and Baby Boomer cohorts belong to the age category of Generation Yers' managers and teachers, they have been included in the discussion. It is of great importance for the teachers and managers to understand more about Generation Y as failure to comprehend their expectations and preferences may lead to misunderstanding amongst generational cohorts and result in conflict.

The following section portrays an overall picture of work that has been carried out towards understanding Generation Y in the management field.

2.2 Generational cohorts and Generation Y in management literature

With the inclusion of Generation Y in the modern workforce, employees from multiple generations are now working together (Cennamo & Gardner 2008; Gursoy et al. 2008; Kowske et al. 2010; Macon & Artley 2009; Solnet & Kralj 2010). Over a quarter of the American population now belongs to Generation Y (Rawlins et al. 2008). Their entrance into the modern workforce has created much interest and challenge for management (Solnet & Kralj 2010) because generations vary in world views, values, work styles, thought patterns, appearance and communication patterns (Bogdanowicz & Bailey 2002; McGuire et al. 2007; Munro 2009; Raines 2002).

The unique characteristics of generation cohorts have implications for the management of employee behaviours, attitudes, performance and communication patterns; and differences in generational cohorts and inter-generational management have been an important area of management research (Benson & Brown 2011; Cennamo & Gardner 2008; Eisner 2005; Westerman & Yamamura 2007; Wong et al. 2008). Organisational researchers suggest that failure to understand generational differences could result in conflict, miscommunication and misunderstanding among employees, poor employee productivity, reduced organisational citizenship behaviours, lower job commitment, lower job satisfaction, poor employee wellbeing, high employee turnover, difficulty in managing change and negative perceptions of hierarchy

(Cennamo & Gardner 2008; Gursoy et al. 2008; Macon & Artley 2009; McGuire et al. 2007; Rawlins et al. 2008; Westerman & Yamamura 2007; Wong et al. 2008). Nonetheless, common ground among generational cohorts is needed so that clear communication of values and priorities can take place between management and employees (Cennamo & Gardner 2008; Gursoy et al. 2008; Westerman & Yamamura 2007). In order to ensure an efficient, competitive and sustainable workforce in today's diverse workplace, consisting of multiple generations, managers must understand their needs and utilise their strengths (Macon & Artley 2009).

In the last two decades, articles have been published in consulting literature to sensitise organisations to the concept of generational cohorts. Media, business-oriented publications and the popular press have all been urging employers to accept that Generation Y is distinct from previous generational cohorts, and that appropriate strategies are required to keep them motivated and happy to remain with an organisation (Barnes 2009; Real et al. 2010). Several academic writers have noted the abundance of popular literature on Generation Yers that lacks empirical rigour in the field of management (Dulin 2008; Lancaster & Stillman 2002; Real et al. 2010; Treuren & Anderson 2010; Wong et al. 2008). Two factors that may explain why there is not more research with regards to Generation Y (Loughlin & Barling 2001) are that:

1 researchers tend to focus on full-time employees as opposed to younger cohorts who may be only part-timers

2 studies have focused on family influences on younger cohorts rather than on work influences.

Generation Y has been considerably stereotyped by the media and popular literature based on anecdotal evidence, lacking empirical rigor (Bennett et al. 2008; Wong et al. 2008). For example, Generation Yers are stereotyped as self-centred, unmotivated, disrespectful, disloyal, self-important, self-confident, self-absorbed and impatient (Hill 2008; Howe & Strauss 2007; Myers & Sadaghiani 2010; Ng et al. 2010). However, they are seen as good team players, expectant of good pay and benefits at work with rapid career advancement, having a good balance between work and life, interested in and challenged by work and wanting to contribute to society (Hill 2008; Howe & Strauss 2007; Myers & Sadaghiani 2010; Ng et al. 2010).

Researchers fear that failure to conduct empirical research on Generation Yers' workplace expectations, behaviours and attitudes has led to unsubstantiated perceptions about this newest cohort in the workplace (Dulin 2008; Lancaster & Stillman 2002; Trzesniewski & Donnellan 2010; Twenge et al. 2010). Answering to the increasing call from the scholars, organisational

researchers began systemically examining Generation Y in the workplace over the last two decades (Ng et al. 2010; Real et al. 2010). Nevertheless, there is still an indication from organisational researchers that research into Generation Y and thier employment needs continues to be insufficient (Dries et al. 2008; Dulin 2008; Giancola 2006; Kowske et al. 2010; Macky et al. 2008; Solnet & Kralj 2010; Twenge et al. 2010).

An extensive literature review on Generation Y has been included in this thesis. The literature review was conducted using the major business and management databases – EBSCOHost, Google Scholar, SAGE Fulltext collection, Emerald Management Plus, JSTOR, SpringerLink and Wiley Interscience. While conducting the literature review, several issues were considered: peer-reviewed academic publications since 2000 were explored and book reviews, working papers and popular magazine articles were excluded from the literature review in most cases.

The review of the literature showed that academics had been researching Generation Y in the area of *marketing*, as this generational cohort has appeared as a new group, requiring different marketing strategies (Arsenault & Patrick 2008; Foscht et al. 2009; Hauck & Stanforth 2007; Martin & Turley 2004; Reisenwitz & Iyer 2009). However, since the current study is concerned with the field of management, members of Generation Y are not discussed as consumers; and thus marketing-related articles have not been considered, with only a handful set in a non-Western context included, since aspects of these studies are also relevant to broader interests. To get an idea about the trend of articles that have been published concerning generational cohorts and specifically Generation Y since 2000, Table 2.1 offers a summary of the articles on generational cohorts and specifically Generation Y that have been consulted for this current research. The detailed summary can be found in Appendix 6.

The literature review indicates that the number of scholarly research studies focussed on Generation Y has been increasing, especially since 2007. Out of 116 articles, 28 were published from 2000 to 2006 and 88 from 2007 to 2012 (April). As Generation Y only began entering the workforce early this century, it is understandable why investigations of the cohort have trended upward in the last five years in the number of research studies conducted in the last five years. Zemke and colleagues (2000) suggest that Generation Y 'will be the most carefully studied of all the cohort groups yet' (p. 128).

Table 2.1 Summary of generational articles from 2000 to 2012

Year	Total no. of articles	Empirical articles			Conceptual articles	Context		
		Quant	*Qual*	*Mixed*		*Western*	*Cross cultural*	*Non-Western*
2000	3	1	---	---	2	1	---	---
2001	4	2	---	---	2	2	---	---
2002	3	1	---	---	2	1	---	---
2003	4	2	1	---	1	2	---	1
2004	6	3	---	---	3	2	1	---
2005	5	2	1	---	2	2	---	1
2006	3	1	---	---	2	1	---	---
2007	15	7	---	1	7	7	---	1
2008	27	10	4	1	12	13	1	1
2009	15	10	3	---	2	11	---	2
2010	21	12	3	---	6	13	---	2
2011	8	4	---	---	4	2	---	2
2012	2	2	---	---	---	2	---	---
Total	116	57	12	2	45	59	2	10

Table 2.1also reveals that more empirical (71) than conceptual (45) papers have been published in peer-reviewed journals during this time; this data refutes the notion that perceptions of Generation Y are largely based on popular literature (Dulin 2005; Lancaster & Stillman 2002; Real et al. 2010; Treuren & Anderson 2010; Wong et al. 2010) rather than on empirical work. The table also shows that the majority of the studies (59) have been conducted in the Western context, leaving only a handful of articles in a non-Western (10) context; and it shows that of 71 empirical papers, 57 are quantitative, 12 are qualitative and two are mixed method. The relatively small amount of qualitative research leaves scope for rich qualitative research into Generation Yers' expectations, characteristics, behaviours and attitudes and learning styles. Moreover, the perceptions of Generation Y held by previous generational cohorts can be explored in depth through qualitative research.

The following section presents a discussion on three generational cohorts namely Baby Boomer, Generation X and Generation Y. This section includes a detailed description of Western Generation Y profile as the focus of the current research in on this cohort.

2.3 Western generational cohorts

2.3.1 Baby Boomers (1946-1964)

In social science literature, the term 'Baby Boomers' can be traced back to 1961, when Richard Easterlin published an article entitled 'The baby boom in perspective' in the *American Economic Review* (Easterlin 1961). Baby Boomers represent a sharp growth of births following the end of World War II. Events occurring in their formative years include the moon landing and the assassinations of Martin Luther King, Jr., John F. Kennedy and Robert Kennedy (Smola & Sutton 2002; Zemke, Raines & Filipczak 2000). Events that shaped their experiences also include the Civil Rights movement, the Women's movement and the Vietnam War (Crumpacker & Crumpacker 2007; Eisner 2005; Strauss & Howe 1991). They grew up in a post-war era, at a time when major world changes were taking place around them. Also, as noted by Esman (1997), with over 25 percent of this group graduating from university, it can be regarded as one of the most educated generations ever known. In the USA Baby Boomers were the most numerous generation up to that time in world history. The 'booming' of babies at the end of WWII meant that the children of this generation (Baby Boomer generation) were often exposed to overcrowded classrooms and forced to share resources, which, it is argued, fostered teamwork skills (Zemke et al. 2000).

Modern technology was introduced and developed during Baby Boomers' lifetimes (Macon & Artley 2009); but the literature suggests that they are less interested in or competent at technology than the succeeding Generations X and Y (Gursoy et al. 2008; Yu & Miller 2005; Zemke et al. 2000). Many Baby Boomers reached adulthood without digital technology, and thus find it overwhelming (Miller & Yu 2003; Wong et al. 2008); some have embraced it willingly but many reluctantly (McGuire et al. 2007; Zemke et al. 2000); and arguably, technology is one of the distinguishing factors when characterising Baby Boomers and the following Generations X and Y.

Social, political, economic and other contextual factors influenced Baby Boomers' values and beliefs, giving rise to social and economic expectations in the form of contracts (Real et al. 2010; Uchitelle 2006; Wong et al. 2008). For example, the children belonging to this generation nearly always grew up in two-parent households (Gursoy et al. 2008). They were also raised in a time of economic growth during the 1950s; and entered the workforce in the 1960s and 1970s, when historical circumstances encouraged the operation of an unwritten social contract that employees would be rewarded by employers with job stability, pay increases, career opportunities and retirement benefits if they worked hard (Miller & Yu 2003; Patota, Schwartz & Schwartz 2007;

Smola & Sutton 2002). In addition, the Baby Boomers have typically been regarded as being focused on hard work, and have been labelled as workaholics with little notion of a work-life balance (McGuire et al. 2007). Hankin (2005) states that 'the Boomers gave us hippies, communes, and free love. They also gave us the 80-hour week' (p. 51). This statement provides a common view of the dual nature of Baby Boomers – hard workers but hard players. On the other hand, MacKay (1997) notes that Baby Boomers in Australia were:

> *…a generation obsessed with the idea that 'we're not here for a long time; we're here for a good time'. This is a generation who have become famous for their need of instant gratification: the generation who believe that, whatever they want, they had better have it now.* (p. 62)

It has been presumed that because they are the most numerous generation, Baby Boomers tend to be competitive by nature (Zemke et al. 2000). They generally work long hours, accept the chain of command and respect authority but dislike authoritarianism and laziness (Eisner 2005; Yu & Miller 2005). Baby Boomers are presumed to prefer a collegial and consensual style of leadership (Arsenault 2004; Zemke et al. 2000). They are keen on consensus-building, the sharing of responsibility and respecting each other's autonomy; and believe in participation and spirit within the workplace (Arsenault 2004; Zemke et al. 2000). As managers, Baby Boomers tend to focus more on seniority than on employee competence (Gursoy et al. 2008). This is reflected in loyalty to their organisations and patience regarding being promoted and rewarded based on seniority (Gursoy et al. 2008). Nonetheless, they tend to be optimistic and confident, and value free expression and social reform (Francis-Smith 2004; Miller & Yu 2003). They are said to be detail-oriented, prefer hands-on experience and like to be in charge (Gursoy et al. 2008). Their strengths include consensus-building, mentoring, effecting change and enhancing teamwork (Kupperschmidt 2000; Zemke et al. 2000). Baby Boomers are distinguished by a strong work ethic and positive work attitude, and are a valued resource in the workplace (Jurkiewicz 2000; Wallace 2006; Wesner & Miller 2008).

In the corporate world, Baby Boomers now hold the majority of decision-making power as their numbers is greater than those of any other generation in the workplace (Jorgensen 2003). Nonetheless, they are an aging workforce, the oldest of the generations in work. The first of them are now entering early retirement or approaching it (Benson & Brown 2011).

Based on the above discussion, table 2.2 summarises some of the probable factors and events impacting on Baby Boomer characteristics.

Table 2.2 Summary of probable causal events leading to Baby Boomers' characteristics

Probable causal events	Characteristics	Sources
Korean war, Vietnam war, Cuba crisis, assassinations of John F. Kennedy and Martin Luther King	Lack of respect for authority and social institutions, increased preference for equity, free expression and reform	Kupperschmidt 2000
Post WWII prosperity	Increased employer-employee social relationship: employees rewarded with job security, pay opportunity and retirement in return for hard work and loyalty: material success	Patota et al. 2007; Smola & Sutton 2002
Largest generation	Competitive – competing for best college, job: optimistic/ idealistic	Lowe, Levitt & Wilson 2008; Zemke et al. 2000
Lack of available technology during their upbringing	Lacking technological skills and seeing the usage of technology as overwhelming	Gursoy et al. 2008; Wong et al. 2008; Yu & Miller 2005

2.3.2 Generation X (1965–1980)

Western literature suggests that the term 'Generation X' was first coined by British authors Charles Hamblett and Jane Deverson in their book entitled 'Generation X' (Glass 2007; Hamblett & Deverson 1964). Later, Canadian author Douglas Coupland in his book called *Generation X: Tale of an accelerated culture* (1996) popularised the terminology to describe those succeeding the Baby Boomers, born between 1960 and 1980 (Coupland 1996; Glass 2007). Major historical events affecting Generation X are the Three Mile Island nuclear meltdown[1], the Iran Contra affair, the Iranian hostage crisis, Operation Desert Storm, Y2K, the Women's Rights movement, emphasis on cultural differences, and the energy crisis (Crumpacker & Crumpacker 2007; Eisner 2005). In the US context, Generation X grew up at a time when America 'seemed to fail militarily, politically, diplomatically, and economically' (Zemke et al. 2000, p. 96). Furthermore, they witnessed every major social institution being questioned – including organised religion, higher education and corporate America (Lancaster & Stillman 2002; Salahuddin 2011).

Significantly, the size of Generation X was smaller than the Baby Boomers, because of the involvement of women in the labour force and the introduction of the commercially-available birth control pill (Dwyer 2009; Foot & Stoffman 1998). Being a small cohort, Generation X had less competition, resulting in their finding positions in their preferred universities or jobs within organisations (Foot & Stoffman 1998). Unquestionably, Generation X is characterised as profound users of modern technology (Miller & Yu 2003). Personal computers were introduced

[1] Nuclear power plant disaster in Pennsylvania, USA

when they were growing up (Zemke et al. 2000). This generation's members are competent with technological devices and adapt well to new technology (Gursoy et al. 2008; Kupperschmidt 2000).

Members of Generation X are known as the 'latchkey kids' for two reasons:

1 The divorce rate was higher when Generation X was growing up and many were brought up by a single parent (Howe & Strauss, 2000; Kupperschmidt 2000; Lancaster & Stillman 2002; Zemke et al. 2000).

2 The majority of Generation X children had working parents, so spent considerable time home alone (Dulin 2008; Glass 2007; Howe & Strauss 2000; Karp et al. 1999; Lancaster & Stillman 2002; Miller & Yu, 2003).

As a result, Generation X appears more self-reliant (Carver & Candela 2008; Jurkiewicz 2000; Martin & Tulgan 2002; Miller & Yu 2003). Possibly those individuals who grew up in broken homes or with working parents turned to friends for moral support and relationships (Karp et al. 1999; Smola & Sutton 2002). These points caused Generation X to value mentors (Jurkiewicz & Brown 1998) and prefer a stable family life, with more focus on the work-life balance, unlike Baby Boomers (Glass 2007; Johnson & Lopes 2008; Smola & Sutton 2002; Wong et al. 2008).

Upbringing, social change and economic shifts have influenced Western Generation X's views, attitudes and behavioural characteristics. Members of this cohort are characterised as more alienated and pragmatic (Salahuddin 2011; Sirias, Karp & Brotherton, 2007) and more individualistic than collectivist (Sessa et al. 2007; Sirias et al. 2007; Smola & Sutton 2002), with a more idealistic attitude toward work than the Baby Boomers (Smola & Sutton 2002). It is speculated that these attitudes are the result of growing up in an environment with less societal, financial and family security; a lack of tradition; more diversity and rapid change (Kupperschmidt 2000; Macky, Gardner & Forsyth 2008; Smola & Sutton 2002).

Generation X tends to prefer relationships with authority that are democratic, and they are straightforward in a situational decision-making style as managers (Arsenault 2004; Zemke et al. 2000). However, organisational researchers have also suggested this generation tends to be more committed to their own careers than to organisations (Miller & Yu 2003). They want quick promotion and have a more 'me' than 'we' orientation (Smola & Sutton 2002). Compared with Baby Boomers, Western Generation X is identified as less loyal and more cynical and distrusting, very possibly due to seeing parents laid off despite hard work and company loyalty (Adams 2000;

Huntley 2006; Kupperschmidt 2000; Zemke et al. 2000). According to Zemke and colleagues (Zemke et al. 2000), individuals in Generation X tend to be corporate nomads, jumping from one job to another, and more loyal to business relationships than to companies.

According to some organisational researchers, in the USA, Generation X is collaborative in nature, less hierarchical, more altruistic, more skilled in management, balanced, candid in their communications and preferring of informality (Twenge et al. 2010; Zemke et al. 2000). Also, members are recognised as honest, fair, competent, serious about life, comfortable with diversity and change, and multi-taskers (Arsenault 2004; Gursoy et al. 2008; Howe & Strauss 2000; Kupperschmidt 2000; Wong et al. 2008; Zemke et al. 2000). However, the cohort is criticised for having poor networking skills, being sceptical of authority and stressed (Crumpacker & Crumpacker 2007; Gursoy et al. 2008; Raines 2002; Zemke et al. 2000).

Based on the above discussion, table 2.3 summarises some of the probable factors and events influencing Generation X's characteristics.

Table 2.3 Summary of probable causal events leading to Generation X's characteristics

Probable causal events	Characteristics	Sources
Societal, financial and family insecurity, working parents, 'latchkey kids', lack of traditions, more diversity and rapid change	Individualistic, self-reliant, valuing of work-life balance, valuing mentors, stable family life	Dulin 2008; Glass 2007; Jurkiewicz & Brown, 1998; Karp et al. 1999; Howe & Strauss 2000; Lancaster & Stillman 2002; Smola & Sutton 2002; Zemke et al. 2000
Witnessed parents struggling with jobs, being downsized	Less organisational loyalty, cynical, distrust of organisations	Adams 2000; Huntley 2006; Kupperschmidt 2000; Zemke et al. 2000
Small cohort size	Less competitive	Foot & Stoffman 1998
Introduction of 24 hour media, cell phones, cable/ digital/ satellite TV	Technologically competent	Gursoy et al. 2008; Kupperschmidt 2000; Zemke et al. 2000

2.3.3 Generation Y (1981–1999)

Although there is general consensus about labelling Baby Boomers and Generation X, there is little agreement on labelling Generation Y, the newest generation to enter the workforce. The US census refers to this generation as the 'Millennials' (Gursoy et al. 2008). Generation Y is also referred to as 'Generation Me' (Twenge 2009) because of a perceived heightened sense of egotism, self-esteem and future expectations (Twenge 2006). They are also called 'digital natives' (Hershatter & Epstein 2010; Prensky 2005); the 'Net Generation' (Tapscott 2009); 'Nintendo Generation' (Herman & Eckel 2002); 'Baby Boom Echo'/'Echo Boomers' (Dulin

2008); or 'Generation Next' (Cennamo & Gardner 2008); the 'Next Generation' (Jennings 2000); 'Internet Generation' (Eisner 2005); 'Generation WWW' (Dulin 2008); 'the Digital Generation' (Foscht et al. 2009); 'N-Gens' (Dulin 2008; Martin 2005); 'Nexters' (Burke & Ng 2006; Eisner, 2005); 'Nexus Generation' (Burke & Ng 2006; Zemke, et al. 2000); 'Generation N' (Feiertag & Berge 2008); and 'Generation E' (Martin 2005).

Foscht and colleagues labelled Generation Y as 'MTV Generation', 'Booklets' and 'Millennium Generation' (Foscht et al. 2009). Of all the labels, Generation Y and Millennials remain the two most common ones (Shaw & Fairhust 2007). According to Lowe and colleagues, in the US, Generation Y is 'the most technically literate, educated and ethnically diverse' generation (Lowe et al. 2008).

Defining events for Generation Yers are the September 11th terrorist attacks, the Columbine High School shootings, the Gulf War, Indonesia's Bali bombings, the Asian Tsunami at the end of 2004, and the war in Iraq (Crumpacker & Crumpacker 2007; Eisner 2005; Howe & Strauss 2000; Zemke et al. 2000). Since Generation Y has witnessed many tragedies and unpredictable events, they are arguably said to be able to cope with the difficulties and challenges of the ever-changing business world (Crumpacker & Crumpacker 2007; Eisner 2005). Using a large sample (N = 477,380) of US high school seniors from 1976 to 2006, Trzesniewski and Donnellan (2010) investigated generational trends over a 30-year period. Their study indicates that Generation Y is less fearful of social problems than previous generations, and they are also found to be more cynical and less trusting.

Some researchers suggest this is because they watched their parents work long hours, experiencing corporate downsizing and layoffs (Loughlin & Barling 2001). As well, high divorce rates existed amongst their parents, resulting in Generation Yers also being frequently brought up in single parent homes (Loughlin & Barling 2001). Three-quarters of America's Generation Y, for example, have working mothers and one- third have only a single parent (Eisner 2005). They have been exposed to a renewed focus on children and family, scheduled and structured lives, as a result of multiculturalism, terrorism, heroism and patriotism (Eisner 2005; Glass 2007; Shih & Allen 2007). They grew up at a time of economic expansion, relative affluence, and low unemployment rates, which possibly made them more enthusiastic and optimistic (Solnet & Hood 2008).

On the other hand, Generation Yers have also been characterised as more pragmatic and less optimistic than previous generations (Wong et al. 2008). Factors contributing to such pragmatism and pessimism could be social events such as observing parents and grandparents failing to meet goals (Wong et al. 2008). Nonetheless, they are also characterised as positive, polite, sociable, curious and energetic (Francis-Smith 2004). Generation Yers become easily bored, have short attention spans, display disruptive behaviour and possesses a mistrust of the media (Arhin & Cormier 2007; Foscht et al. 2009; Hill 2002).

2.4 Western Generation Y: Profile

Organisational researchers have established that Generation Y differs from previous generations in terms of workplace attitudes (Cennamo & Gardner 2008; McGuire et al. 2007; Twenge et al. 2010). Understanding Generation Yers' workplace expectations has immense implications, as they will increasingly constitute a larger section of the workforce (Cogin 2012; Twenge et al. 2010), and researchers have identified differences among generations due to age**,** work and life experiences and stage of life and career (Cennamo & Gardner 2008; Twenge et al. 2010; Wong et al. 2008). For example, Generation Yers tend to be highly socialised (Tulgan & Martin 2001). In the workplace, career progression and job advancement are more important for them than for Baby Boomers, who are reaching the end of their careers (Wong et al. 2008). In a recent study in which a large sample (23,413) was drawn from Generation Y, Ng and colleagues investigated their career expectations and priorities (Ng et al. 2010). The study revealed that this generation placed more importance on individualistic aspects (e.g., advancement opportunities) of a job, and had realistic expectations of their first job and salary. Western Generation Yers are also recognised as efficient multi-taskers, impatient, assertive, hardworking and ambitious (Gardner & Eng 2005; Gursoy et al. 2008; Macon & Artley 2009; Twenge 2009).

Studies have also reported contradictory findings regarding Generation Yers' characteristics. For example, according to Solnet and Kralj (2010), Generation Y employees show lower job satisfaction and lower job engagement. In contrast, Kowske and colleagues report from their investigation over 18 years of 115,044 American employees that attitudes toward work among Generation Yers differ significantly from other generations (Kowske et al. 2010). Their study considered job satisfaction, job security and turnover intentions, and recorded higher levels of overall company and job satisfaction, satisfaction with job security, recognition, career development and advancement among individuals identifying as Generation Y.

However, the study notes that Generation Yers show similar levels of satisfaction regarding pay and benefits and the job and turnover intentions. Twenty-first century corporations, comprised of multiple-generation workforces with Generation Yers as the rising number, need to ascertain this cohort's profile (Alch 2000; Dulin 2008; Meredith et al. 2002; Tulgan & Martin 2001; Zemke et al. 2000). By clearly understanding Generation Y characteristics, business organisations have the opportunity to keep them motivated for organisational performance (Twenge et al. 2010).

The following section discusses Generation Yers' upbringing in the Western context and their profile as employees with regard to organisational strategies deemed to be effective.

2.4.1 Generation Y: Upbringing

In the Western context, Generation Y is said to be the most wanted by their parents, possibly for two reasons (Gardner & Eng 2005; Glass 2007):

1 Despite the widespread access to birth control and abortion, Generation Yers' parents generally chose to have them (Glass 2007).

2 Researchers have observed that their parents were excessively involved in every aspect of their lives (Glass 2007; Shoup, Gonyea & Kuh 2009). Since parents of many Generation Y children had more resources and fewer offspring, they had the opportunity to raise them with dedication, close monitoring and control (Glass 2007; Howe & Strauss 2000; Lancaster & Stillman 2002; Myers & Sadaghiani 2010). The term 'helicopter parents' was coined due to the tendency of many Generation Y parents to hover around their children, trying to oversee work and social activities, providing protection and being unwilling to 'let go'.

In many cases, Western Generation Yers depended upon parents until university and employment (Barnes 2009; Howe & Strauss 2000). Dependency is indicated by their living longer at home after finishing school than previous generations (Eisner 2005; Szamosi 2006). The cohort has a reputation for being more demanding than previous generations (Jenkins 2008). They are also characterised as sociable and 'thriving' being raised with the attention of their Baby Boomer parents and grandparents (Broadbridge, Maxwell & Ogden 2009; Martin & Turley 2004; Myers & Sadaghiani 2010). Western Generation Y employees are said to be the most confident (Glass 2007). One reason suggested for this confidence is their exposure to an American school system catering for their self-esteem (Glass 2007). Furthermore, Generation Y in the Western context has more exposure than earlier generations to globalisation and the availability of widespread and advanced information technologies (Myers & Sadaghiani 2010), which could perhaps contribute to heightened confidence.

Some recent studies have focused on Generation Yers and their family upbringing. This generation was brought up in parent-child, peer-oriented relationships (Lowe et al. 2008). Growing up participating in family decision-making would have theoretically contributed to building self-esteem (Alsop 2008; Eisner 2005; Hurst & Good 2009; Szamosi 2006). Members of Generation Y in the workplace, therefore, expect their views and opinions to be heard during a decision-making process (Eisner 2005; Hurst & Good 2009), and want their opinions treated with respect. They do not want to be considered 'kids' (Gursoy et al. 2008). In the workplace they are not afraid to challenge authority or speak out (Barnes 2009; Howe & Strauss 2007), one of the reasons why Generation Y has been described as assertive, enthusiastic and curious (Francis-Smith 2004; Gursoy et al. 2008). They have been raised in an environment of high expectation with a lot of feedback and praise (Martin & Tulgan 2001; Sheahan 2005; Sujansky & Ferri-Reed 2009); and have often received awards, trophies and stars for competing in team activities (Barnes 2009). Although Generation Y may not have excelled in all group activities, the teamwork experience helped them cope with similar situations in the workplace.

This upbringing is reflected in Generation Yers' work expectations of fairness, equity, tolerance, involvement in decision-making and their achievement orientation (Alsop 2008; Broadbridge, Maxwell & Ogden, 2007; Gursoy et al. 2008; Marston 2007). It has been shown in a US study conducted by the Families and Work Institute (FWI) and the Quality of Employment Survey (QES) that Generation Yers tend to place greater importance on family than work. The study has shown that 50 percent of Generation Yers are family centric, whereas only 41 percent of Baby Boomers fall into the same category (Families & Work Institute 2002). Table 2.4 is a summary of probable factors and events that impacted on Generation Y characteristics in the Western context.

Table 2.4 Summary of probable causal events leading to Generation Y's characteristics identified in the literature

Probable causal event	Characteristic	Sources
Observing the failure of parents and grandparents in meeting goals	Realistic	Loughlin & Barling 2001; Ng et al. 2010; Wong et al. 2008
September 11 attacks, Columbine High School shootings, Gulf War, Bali bombings, Asian Tsunami at the end of 2004, and the War in Iraq	Able to cope with difficulties and challenges	Crumpacker & Crumpacker 2007; Eisner 2005
Working mothers, renewed focus on children and family, exposure to an American school system that catered to people's self-esteem	Confident	Broadbridge et al. 2009; Glass 2007; Myers & Sadaghiani 2010; Zemke et al. 2000
Economic expansion, relative affluence, low unemployment	Enthusiastic and optimistic	Solnet & Hood 2008
Excessive control by parents	Dependent on parents for career success	Glass 2007; Howe & Strauss 2000; Barnes 2009
Participation in family decision-making (Inclusive styles of parenting)	Having self-esteem	Alsop 2008; Eisner 2005; Hurst & Good 2009; Lowe et al. 2008; Szamosi 2006
Raised in an environment of high expectation with much feedback and praise	Expectation of high salary, meaningful work, involvement and achievement orientation	Alsop 2008; Marston 2007; Martin & Tulgan 2001; Sheahan 2005; Sujansky & Ferri-Reed 2009
Technological competence	Multi-taskers	Arhin 2009; Eisner 2005
Exposure to group work	Good at teamwork	Dulin 2008; Lancaster & Stillman 2002; Myers & Sadaghiani 2010

2.4.2 Generation Y: Technology

Western literature suggests that Generation Y is the most technically literate of the working age generations, as they are digitally connected, 24/7, to entertainment and contacts, constantly 'wired' and 'plugged' (Eisner 2005, p. 6; Twenge et al. 2010, p. 1120). Technology is an integral part of Generation Yers' academic, social and personal life (Macon & Artley 2009; Merritt & Neville). They do not require adaptation to technology like older generational cohorts; it is pervasive and described as intuitive to them (Hershatter & Epstein 2010). Indeed Generation Y individuals are known as 'digital natives' (Bennett et al. 2008; Hershatter & Epstein 2010); that is, they are indigenous to technologies (Hershatter & Epstein 2010). They were born when the Internet was established in the early 1980s, so they are accustomed to computers, the Internet and all things wireless, and have been from an early age (Rawlins et al. 2008). Generation Yers grew up with CDs, computers, answering machines, video games, video cameras and cell phones

(Bennis & Thomas 2002; Hicks & Hicks 1999; Martin & Tulgan 2001; Meredith et al. 2002; Tapscott 1998); more recently, online social networks have come to play an indispensable part in their lives (Hershatter & Epstein 2010).

Due to the changing environment and huge volume of interaction with technology, Generation Yers perceive, think about, view and process information differently from previous generations (Black & Devereux 2010); and some researchers suggest this is a result of the frequent access to technology that has influenced their values and expectations to be different from the cohorts before them (Rawlins et al. 2008). They tend to use electronic media intensively to update information about virtually anything, from their friends' activities to the most up-to-date news (Erickson 2008). Studies have found that Generation Yers' proficiency with technology impacts on their day-to-day lives. For example, they use the Internet extensively as part of the purchasing decision process in business transactions (Heaney 2007).

This generation's proficiency with technology has impacted upon the learning process. Generation Yers tend to learn best from what is referred to as 'mediated immersion', characterised by frequent use of media, and increased collective, sharing and cooperative learning experiences (Oblinger & Oblinger 2005). They are said to prefer lectures supplemented by online learning materials and activities, learning in more realistic contexts, simulated environments and the use of non-linear texts (Salkowitz 2008). The cohort is identified as being naturally comfortable with a computer and a keyboard, and would prefer to read from a computer screen than from a printed book or paper (Arhin & Johnson-Mallard 2003). Their preference for technology is regarded as likely to be very important in their futures, as teaching, learning, training and managing *of* and *by* Generation Y will be technologically mediated in ways unlike any generation previously. Already, it is suggested by organisational researchers that Generation Yers tend to be attracted to organisations offering the most-up-to-date technology and the appropriate organisational systems to make use of it (Ng et al. 2010).

Generation Yers' competencies with technology arguably make them good multi-taskers (Arhin 2009; Eisner 2005). They tend to prefer and are at ease multitasking – reading from the computer monitor, listening to music through an iPod, downloading information from the Web, texting from mobiles and being connected to social networks (e.g. Facebook), all simultaneously. Generation Yers' expertise is often seen as useful in helping older employees with technology, improving organisational performance and productivity (Myers & Sadaghiani 2010).

2.4.3 Generation Y: preferred leadership style

Being 'good team players', Generation Y tends to prefer an inclusive, participatory or democratic style of management (Eisner 2005; Sessa et al. 2007). A democratic leader usually encourages employee participation in decision-making, delegates authority and tends to use feedback processes as an instrument to train and mentor employees (Robbins et al. 2006). Generation Y reportedly likes to participate in decision-making (Lowe et al. 2008), does not hesitate to express opinions (Dulin 2008), prefers an open door policy (Eisner, 2005; Lowe, et al. 2008) and dislikes micromanagement and slowness (Broadbridge et al. 2007; 2009).

Generation Y members in the Western context tend to respond enthusiastically if given more responsibility and power, as it proves their skills and talents (Broadbridge et al. 2009; Francis-Smith 2004). They are likely to perform best when their skills and abilities are rightly identified and they are given a challenging task (Lowe et al. 2008). Studies also indicate that, being confident, curious and eager to learn, Generation Yers tend to ask questions (Eisner 2005; Francis-Smith 2004; Gursoy et al. 2008). In the workplace, they not only like challenges but also being challenged intellectually (Eisner 2005).

Generation Y employees are inclined to prefer leaders who are mentors in their early careers, guiding them while they become accustomed to their jobs, and supporting by teaching them how to work around bureaucracies (Dulin 2008). In the existing literature, supportive leadership and professional guidance are defined as part of a process by which employee performance, job effort and training are monitored by managers (Lloréns Montes, Ruiz Moreno & García-Morales 2005; Schein 2010). The professional guidance helps employees develop their skills in the decision-making process, trains them in complex organisational activities and provides opportunities for professional learning. Generation Y members desire their managers to be supportive, open and positive (Broadbridge et al. 2009).

In a recent survey study, Generation Y employees were found to value good and sound relationships with their managers as the most important relationships in the workplace (Robert Half International 2008). Specifically, they expect a manager to be 'a skilful manager, advisor and supporter, pleasant and easy to get along with, understanding and caring, flexible and open-minded' (Robert Half International 2008, p. 10). Sessa and colleagues state that Generation Yers want to see characteristics like dedication, optimism and focus in their leaders (Sessa et al. 2007).

They also value leaders who care for employees by being personally supportive and encouraging and listening to them more than previous generational cohorts.

2.4.4 Generation Y: Feedback

In the workplace, 'feedback' refers to guidelines and information supplied to enable the carrying out of activities that result in effective job performance (Robbins et al. 2006). Managers of Generation Y find it *a demanding workforce*, *high maintenance* or *needy* (Eisner 2005; Hershatter & Epstein 2010) in relation to feedback**.** Generation Y seems to appreciate those work environments where managers provide corrective and continued feedback on performance, with praise and recognition of work (Crumpacker & Crumpacker 2007; Martin & Tulgan 2001; Ng et al. 2010). Moreover, they tend to prefer feedback that is instantaneous (Lavoie-Tremblay et al. 2010; Martin 2005).

Eisner (2005) suggests that Generation Y acts professionally if treated professionally. A noteworthy point is that its members expect managerial support, guidance and direction, coupled with freedom and flexibility to complete a task enabling them to take ownership of it (Broadbridge et al. 2007; Martin 2005; Wong et al. 2008). Generation Yers tend to seek constant guidance and direction in a work setting, thought to be the result of being trained into approval and affirmation since childhood by parents, teachers and coaches (Alsop 2008; Hershatter & Epstein 2010; Hill 2002). They look for support, attention and appreciation (Sujansky & Ferri-Reed 2009). They have received feedback on class assignments at every stage of development and are accustomed to receiving support throughout the completion of tasks and projects in the workplace (Barnes 2009; Hill 2002; Sujansky & Ferri-Reed 2009). Being thus recipients of continuous feedback, Generation Yers in the Western context prefer those work environments that acknowledge their creative input and ideas, as this acknowledgement results in a greater sense of involvement and respect for their feelings and abilities (Gursoy et al. 2008; Szamosi 2006).

2.4.5 Generation Y: Job commitment

In today's fiercely competitive business world, employee commitment has been one of the central challenges for management (Samad 2005; Wanget al. 2010). Generation Y employees are believed to be less loyal to organisations (D'Amato & Herzfeldt 2008), one of the suggested reasons being the history of their parents suffering from company downsizing (Alch 2000).

Generation Yers' emphasis on work's social aspects implies loyalty to colleagues and managers rather than to the organisation (Lancaster & Stillman 2002) a 'people-related attribute' of Generation Yers' job choices (Ng et al. 2010). Generation Y places so much importance on the social aspects of work that when their managers leave the organisation, they often follow (Lancaster & Stillman 2002; Ng et al. 2010). They like co-workers who share similar values and commitment (Hershatter & Epstein 2010; Martin 2005; Zemke et al. 2000). On the other hand, organisational researchers have pointed out that Western Generation Y is loyal to the organisations that offer training, coaching, mentoring, a career path and opportunities to grow (Gursoy et al. 2008; Piper 2008; Sheahan 2005; Terjesen et al. 2007; Wong et al. 2008).

Lavoie-Tremblay and colleagues (2010) in a qualitative study conducted in Canada among Generation Y nurses suggests that customised training and career paths with incentives and responsibilities that are matched to individual needs may be the key to retaining Generation Y employees; and their study revealed that these nurses consider peer and manager recognition to be a key motivator for job retention. Sayers (2007) found similar factors among Australian Generation Y library workers with regard to job commitment. According to his study, continuous training and skill development opportunities and access to a coach or mentor were necessary to keep Generation Y committed to an organisation. Generation Y is also said to be loyal to organisations where they feel a sense of belonging, like being a family member (Hershatter & Epstein 2010; Sayers 2007).

2.4.6 Generation Y: Promotion

Promotion can be defined as an upward movement within an organisation's hierarchy (Bagdadli, Roberson & Paoletti 2006). Usually, employee promotion is accompanied by increased financial and non-financial benefits and increased acceptance among co-workers, and is an indication of professional development and achievement (De Souza 2002; Lam & Schaubroeck 2000).

Generation Yer's perception of promotion is an important managerial issue, as it is a way of keeping that generation's employees motivated (Robbins et al. 2006). Azaroff notes that Generation Yers perceive job advancement differently from previous generations, often preferring more lateral moves and cross-training for new skills. They place more importance on skill acquisition through 'opportunity for growth/training' (Azaroff 2006) than on being upwardly mobile (Ng et al. 2010; Rawlins et al. 2008). Generation Yers recognise that training and development are the key to advancement (Alch 2000; Lavoie-Tremblay et al. 2010).

Alternative findings in this regard have been offered by a number of organisational researchers, however. Some writers suggest that Generation Y employees prefer quick promotions in their careers (Dulin 2008; Ng et al. 2010); while in a recent study, Ng and colleagues observed that Generation Y perceives opportunity for advancement as a top career priority (Ng et al. 2010). That managers who mentor Generation Y within an organisation have an important role to play regarding promotion has been confirmed by Dulin (2008) in a mixed method study in the USA. Results from the study reveal that Generation Y expected mentors/leaders to provide opportunities for growth and to teach them how to climb the career ladder at a rapid pace.

2.4.7 Generation Y: The work-life balance

Research has found that generational cohorts hold differing individual work values pertaining to status and freedom (e.g., Cennamo & Gardner 2008). In this respect, Generation Y in the USA shows a preference for a work-life balance (Broadbridge et al. 2007; Eisner 2005; Hershatter & Epstein 2010; Ng et al. 2010). This preference presents new implications for management (Corporate Leadership Council 2005; McDonald & Hite 2008; Twenge et al. 2010). Moreover, Generation Y saw their Baby Boomer parents as having less flexibility and more after-work responsibilities resulting in less time for family, an experience (Eisner 2005) that she suggests has resulted in Generation Y employees developing a *work to live* ideology. This is supported by Sayers (2007) and Lancaster and Stillman (2002), who suggest that Generation Y employees care less about salaries and more about flexibility as constituents of work-life balance. They appear to use technology to facilitate their work-life balance, through telecommuting. A similar finding is revealed in a study conducted in New Zealand by Cennamo and Gardner (2008). Generation Y prefers freedom and autonomy at work and places higher importance upon the work-life balance.

2.4.8 Generation Y: Work ethic

The ethical behaviour of Generation Y has been studied by Western organisational researchers. Meriac and colleagues investigated the work ethic among the three main generational cohorts based on a large sample of 1,860 individuals with data collected over 12 years (Meriac et al. 2010). The study's findings provide evidence that differences exist across the three generational cohorts in dimensions relating to the work ethic, where Generation Y is ranked higher than Generation X. A study conducted by Boyd (2010) based on three case vignettes in the USA compares the ethical determinants of Generations X and Y and sheds light upon Generation Yers' ethical perspective. Differences emerged between Generations X and Y when rationalising their

actions in the ethical decision-making process. Generation X appears pragmatic and focused on personal benefits rather than on societal outcomes; whereas Generation Y tries to fulfil organisational and social objectives and missions rather than personal objectives. Generation Yers reportedly use distributive justice (organisational and societal wellbeing over personal attainment) in the ethical decision-making process, while Generation Xers use personal justification over organisational and societal wellbeing in similar situations (Boyd 2010).

The concept of corporate social responsibility (CSR) in the Western context has been in existence since the 1960s but has been revived in the last decade (Chapple & Moon 2005). The literature suggests that Generation Y emphasises the social aspects of work and volunteerism, and takes an interest in the environment and the social responsibility of the organisation (Broadbridge et al. 2007; Foscht et al. 2009; Loughlin & Barling 2001). Perhaps these qualities are proclivities that organisations could turn to for attracting and retaining Generation Y employees; because studies confirm a positive relationship between organisations' reputations for corporate social responsibility and their ability to attract young employees, who tend to prefer a meaningful and fulfilling working environment (Eisner 2005; Gursoy et al. 2008; Lancaster & Stillman 2002; Myers & Sadaghiani 2010).

Western Generation Yers like to work for organisations that support values that match their own (Eisner 2005; Southard & Lewis 2004). Perhaps this is the reason why some literature suggests Generation Y is the most idealistic of the generational cohorts, with a strong sense of morality and a desire to work in organisations that are socially responsive, environmentally friendly, ethical and concerned with employee welfare in the Western context (Dulin 2008; Gursoy et al. 2008; Rawlins et al. 2008; Szamosi 2006; Terjesen et al. 2007).

2.4.9 Generation Y: Teamwork

In today's competitive work environment, teamwork has an important role. It is recognised as a necessity in the modern work environment. Increasingly, Western organisations are relying on group-based work, where the effectiveness of groups is becoming very important in assisting any organisation to grow (Crother-Laurin 2006; Lowry et al. 2006). Western literature reveals that Generation Y tends to prefer work in environments in which there is scope to collaborate and contribute (Gorman, Nelson & Glassman 2004; Howe & Strauss 2000; Kupperschmidt 2001; Raines 2002; Zemke et al. 2000). They have been accustomed to teamwork since childhood – one of the reasons given for their teamwork competence (Lancaster & Stillman 2002; Myers &

Sadaghiani 2010). They are known as the most team-centric generation as they grew up with much of their time busy with sports, music and recreational activities that were programed by their parents with the purpose of keeping them occupied while the adults focused on work (Jenkins 2008). Their educational experience involves team orientation in the form of group projects and assignments that emphasise inter-dependence and networking (Kupperschmidt 2001; Lowe et al. 2008). Other evidence suggests, however, that Generation Yers also work well alone (Martin 2005).

Generation Yers perceive teamwork as fun, as well as a way to avoid risk (Alsop 2008; Gursoy et al. 2008). Generation Yers value friendly work environments, collaboration with colleagues that fosters friendship, learning and cooperation (Carver & Candela 2008; Corporate Leadership Council 2005; Lamm & Meeks 2009). Managers can benefit from engaging them in teamwork, as it has been suggested it makes them more involved, contributive, committed and accommodating (Myers & Sadaghiani 2010).

2.4.10 Generation Y: Communication

Communication in the workplace provides and maintains effective working relationships among employees, teams and other stakeholders (Myers 2009; Myers & Sadaghiani 2010; Sias 2009). Usually, functions of organisational communication include information-sharing, decision-making, influencing, coordinating and motivating (Cheney et al. 2004; Miller 2009; Scott, Corman & Cheney 1998). Effective organisational communication fosters positive organisational performance (Greenbaum & Query 1999); communication related to shared values and commitments enable them to have a productive relationship within the organisation (Herriot 2002). Research indicates that individual differences in communication can affect employee job satisfaction and performance (Jablin & Krone 1994).

Employers expect graduates to be effective communicators in the workplace (Ahmed & Crossman 2008). Inter-personal and group communications are becoming key performance criteria for employees (Ahmed & Crossman 2008; Hodges & Burchell 2003). Halfhill and Nielsen (2007) point out that employers now tend to look for those graduates who are 'both technically sound and interpersonally savvy' (p. 75). Empirical research tends to support Generation Yers' proficiency with technology in workplace contexts (Eisner 2005; Hershatter & Epstein 2010; Tapscott 1998); however, the cohort has been criticised for poor inter-personal communication skills (Gursoy et al. 2008; Myers & Sadaghiani 2010).

In the workplace, different generational cohorts communicate differently (Myers & Sadaghiani 2010). However, researchers observe that in order to be successful in the 21st century workplace, young employees must have commendable communication skill (Hartman & Mccambridge 2011). It appears that Generation Y prefers communication that is direct and constructive (Raines 2002; Myers & Sadaghiani 2010), and Generation Y employees expect transparency in day-to-day business affairs and prefer two-way communication with their co-workers and managers (Dulin 2008; Gursoy et al. 2008; Martin 2005). Researchers have suggested that Baby Boomers can find such Generation Y expectations offensive, sensing disrespect from the younger cohort (Barnes 2009; Myers & Sadaghiani 2010).

Some researchers have suggested that Generation Y employees lack the basic critical thinking skills, needed for decision-making and communication in the workplace (Lorenzo & Dziuban 2006; Hartman & Mccambridge 2011). Similarly, Oblinger and Oblinger (2005) indicate that Generation Y members prefer less reading, are impatient and depend heavily on the Internet to cut and paste information to complete assignments.

Based on the above discussion, table 2.5 is a summary highlighting Generation Y expectations of the workplace and managers.

Table 2.5 Generation Y expectations of management and the workplace

Managerial and workplace expectations	Sources
Technology	
Organisations with latest technology	Ng et al. 2009
Experiential / simulated learning	Mills & Sharma 2005; Salkowitz 2008
Connected 24/7 digitally (entertainment and social contacts)	Arhin & Johnson-Mallard 2003; Hershatter & Epstein 2010; Wong et al. 2008; Zemke et al. 2000
Use of electronic media to update information	Erickson 2008; Murray 2000
Work environment	
Employment flexibility (job and working hours)	Martin 2005
Good working environment	Eisner 2005
Positive organisational culture	Gravett & Throckmorton 2007
Inclusive style of management	Francis-Smith 2004; Hurst &Good 2009
Work-life balance	Lancaster & Stillman 2002; McDonald & Hite 2008
Value on home and family	Eisner 2005
Work to live	Cennamo & Gardner 2008
Teamwork	Gorman et al. 2004; Gursoy et al. 2008; Howe & Strauss 2000; Kupperschmidt 2001; Raines 2002; Zemke et al. 2000
Enjoyment of work	Corporate Leadership Council 2005

Managerial and workplace expectations	Sources
Prefer direct communication	Gursoy et al. 2008; Raines 2002; Myers & Sadaghiani 2010
Performance, feedback and leadership	
Performance-related salary and bonuses	Gravett & Throckmorton 2007
Opportunity and responsibility	Salkowitz 2008
Intellectual challenge and freedom to perform	Cennamo & Gardner 2008
Individual responsibility for career	Lowe et al. 2008; Zemke et al. 2000
Achievement orientation	Salkowitz 2008; Zemke et al. 2000
Multi-tasking: comfort working alone	Arhin 2009; Macon & Artley 2009
Meaningful work	Lowe et al. 2008; Salkowitz 2008
Orientation towards goals	Dulin 2008; Erickson 2008; Lavoie-Tremblay et al. 2010; Piper 2008; Southard & Lewis 2004; Wong et al. 2008
Fast-tracking: higher entry-level	Broadbridge et al. 2007
Instant gratification	McQueen 2010; Southard & Lewis 2004
Quick promotion	Crumpacker & Crumpacker 2007; Dulin 2008
Recognition	Crumpacker & Crumpacker 2007; Dulin 2008; Gursoy et al. 2008; Ng et al. 2010
Immediate feedback	Lavoie-Tremblay et al. 2010; McQueen 2010; Sheahan 2005; Sujansky & Ferri-Reed 2009
Supportive supervising and mentoring with clear directions and managerial support	Dulin 2008; Martin & Tulgan 2001
Teamwork, committed co-workers with shared values	Kupperschmidt 2001; Salkowitz 2008; Szamosi 2006; Terjesen et al. 2007
Programs/ training / interest in career and professional development	Gravett & Throckmorton 2007; Terjesen et al. 2007
Thriving on change and uncertainty	Arsenault 2004; Zemke et al. 2000
New skills acquisition	Rawlins et al. 2008
Equity and ethical behaviour	
Diversity, equality and tolerance and value fairness	Gursoy et al. 2008; Salkowitz 2008
Strong sense of morality	Salkowitz 2008
Socially conscious	Fosch et al. 2009; Loughlin & Barling 2001
Attempting to make a difference	Yunus & Weber 2007
Volunteer-oriented	Erickson 2008; Myers & Sadaghiani 2010; Yang & Guy 2006

2.5 Conclusion

This chapter begins with discussing generational cohort theory and an analysis of generational cohorts and Generation Y literature that have been published and used in the thesis. It has described the nature and characteristics of three Western generational cohorts – Baby Boomers, Generation X and Generation Y. The description incorporated events and contextual factors influencing their workplace behaviours, attitudes, preferences and values.

The next chapter contains a detailed discussion of the research context. Also, the significance of studying Generation Y in the research context is discussed.

Research context

Chapter 3 details the geographical description, historical and political background, economic development, educational structure and socio-cultural history of Bangladesh. Some comparisons are drawn between the cultures of India, Pakistan and Bangladesh in order to consider how the cultural theories of Hofstede (Hofstede 1980, 1984; Hofstede & Hofstede 2005), Hall (Hall 1976, 1989, 2000; Hall & Hall 1990), Triandis (1995) and the GLOBE study of House et al. (2004) might be relevant to discussions about the nature of Bangladesh culture. The last section of the chapter offers and account of Generation Y literature in a non-Western context and discusses the significance of studying this group in the research context.

3.1 Geographic background

Bangladesh, a small country crisscrossed by rivers and rivulets, with the world's largest mangrove forest and the world's longest sea beach, is a developing, populous, agrarian nation; it has a land area of 147,570 square kilometres. This is a small South Asian country (24^0 N, 90^0 E) having borders with India, Myanmar and the Bay of Bengal (CIA 2011). It straddles the fertile Ganges-Brahmaputra Delta, and is subject to rough monsoon weather, being frequently ravaged by natural calamities like floods and cyclones. Bangladesh has huge human resources which are under-utilised.

With an estimated population of 158 million, Bangladesh is the seventh-most populous country in the world, and among the most densely populated with approximately 2,700 people per square mile (CIA 2011). An estimated 85 percent of the population lives in the rural areas, and approximately 60 percent are under 25 years of age (Commonwealth of Learning and UNESCO 2004; Jalil & Islam 2010). Approximately 98 percent speak Bengali, but English is widely understood. Islam is the main religion, with approximately 90 percent of the people being Muslim.

The economy of Bangladesh is mainly dependent on the agricultural sector (Shehabuddin 2001). About 40 percent of employment is generated from this sector in the rural areas. Bangladesh is one of the poorest countries in the world, having very limited natural resources (US Department of State 2010).

3.2 Historical and political background

Bangladesh has a rich historical and cultural heritage, coming into existence through a long history of political evolution; so history and politics play an important role in the daily lives of Bangladeshis. Historically the country's culture is a combination of Dravidian, Indo-Aryan, Mongol-Mughul, Arab, Persian, Turkic and European cultures (Bangladesh Review 2011; Heitzman 1988). In ancient times, Bangladesh was the eastern part of a huge river delta region called Bang, where the Ganges and Brahmaputra rivers fall into the Bay of Bengal and the Indian Ocean (Blood 1988). The region became known as Bengal during modern times, but its recorded history is traced from the 4th century BC, when it had a flourishing riverine civilisation (Blood 1988). The history of Bengal has been considered within the context of the wider historical experience of the Indian subcontinent since 207 BC when Emperor Asoka conquered and ruled the region (Ali 2009; Bhowmik 2007; Ehsan 2008).

Britain, in conjunction with India's leading local political parties, partitioned the Indian subcontinent into India and Pakistan in August 1947. The current geographic borders of Bangladesh were established and it became the Eastern part of the newly-formed Pakistan and named East Pakistan (Baxter & Rahman 1989; Khondker 1986; Knox 2009) (Figure 2.1).

For more than two decades (1947-1971) the region remained affiliated with Pakistan, whose Western and eastern parts were separated by the more than 1,000 miles of India, resulting in a significant cultural and governance discontinuity between them. During this time Pakistan was marked by political instability and economic difficulties (US Department of State 2010). East Pakistanis were exploited as West Pakistan dominated the central government (Khan, HA 2007; US Department of State 2010). As management of business was mostly controlled by West Pakistanis, discriminatory practices against the Bengalis often resulted (Ahmed 1980; Khondker 1986; Sarker 2004) and in most cases they were excluded from managerial positions. East Pakistan's civil administration was deliberately filled by West Pakistanis, re-hired British officers or Muslims from India (Baxter & Rahman 1989).



Figure 3.1 Map showing the position of Bangladesh, formerly East Pakistan (reproduced from lashman.phoenix.wikispaces.net/South+Asia%3B+Chapter+7+PDD, licensed under the Creative Commons)

The only factor common to West and East Pakistan was religion (Bangladesh Review 2011; Singh 2004). In terms of language, culture, ethnic background, population density, political experience and economic potential, they were totally disparate – all of which contributed to their separation (Ahmed 1980; Jalil & Islam 2010; Sarker 2004). One of the most divisive issues confronting Pakistan in its infancy was the question of what was to be the official language of the new state (US Department of State 2010). In East Pakistan (Bangladesh), dissatisfaction with not making Bengali the national language quickly turned to violence among the Bengalis of East Pakistan, who constituted an estimated 54 percent of Pakistan's entire population (Change Institute 2009).

Political and linguistic discrimination in 1952 as well as economic disparity led to popular unrest against Pakistani rule (Lewis 2004; Singh 2004). Despite attempts to ease tensions, agitation

gradually grew into open hostility, and in 1971 East Pakistan was drawn into a bloody nine-month Liberation War with West Pakistan (Ahamed 2007; Ali 2009; Shelly 2007). On 16 December 1971 a new government in Dhaka declared the independence of the new state, Bangladesh (Baxter & Rahman 1989; Quddus 2008). The war for language indeed makes Bangladesh stand out from the rest of the world.

Promoted by Sheikh Mujibur Rahman, also known as the Bangabandhu (Beloved of Bangladesh) (Blood 1988; Khan, Islam & Haque 2008; US Department of State 2010), nationalism, socialism, secularism, and democracy were the four pillars of the first 1972 Bangladesh Constitution (Bangladesh Review 2011; Khan, A 2007). Initially, the new government focused on relief, rehabilitation, and reconstruction of the country's war-ravaged economy and society. However, national economic conditions remained fragile, with crises in food and issues in public health (Rahman 2006).

In 1974 Bangabandhu proclaimed a state of emergency and amended the constitution to limit the powers of the legislative and judicial branches, established an executive presidency that he assumed, and instituted a one-party political system, calling these changes the Second Revolution (Ahmed 1980). In August 1975, Bangabandhu was discredited as corrupt and he along with most of his family (except two daughters) was assassinated (Blood 1988; Khan et al. 2008; Sarker 2004). In the following fifteen years, Bangladesh witnessed a number of political changes including several military coups (Sarker 2004).

Two main parties, the Awami League (AL) and the Bangladesh Nationalist Party (BNP), assumed government alternately after 1991 in four regimes (Alamgir 2007; Ali 1999; Haque 2004; Quddus 2008; Rahman 2006). Although nominally a democracy, the government of Bangladesh is described as a 'political oligopoly' by Khondker (2004). The AL and BNP alternately rule and oppose one another, and do not hesitate to use strikes and shutdowns as political weapons. A series of boycotts, 'hartals' (political strikes where public transportation, offices, educational institutions, banks and other organisations are forced to be inoperative) (Jalil & Islam 2010), demonstrations, student violence in government universities and transport blockades were common in Bangladesh during the 1990s and 2000s (Khondker 2004; Lewis 2004). In the last general election, held in December 2008, the AL alliance won a landslide victory (Perera 2009).

Bangladesh remains one of the few democracies in the Muslim world, despite being plagued by an unstable political system, weak governance and widespread corruption (Knox 2009; Rahman 2006; Salman 2009). Since independence in 1971, the political culture has hindered democratisation and economic development through extreme political disputes, political stubbornness, political intolerance, civil deterioration and the politics of division. Social cohesion is, overall, lacking (*Bangladesh Review* 2011; Khan et al. 2008). According to the Economist Intelligence Unit 2007 Democracy Index, Bangladesh has been characterised as one of 54 flawed democracies in the world, on the basis of electoral politics, the functioning of government and civil liberties (Khan, HA 2007). Khondker (2004) labelled Bangladesh as an 'authoritarian democracy'. In his view, democracy has not been achieved, although elections have been held and, reported by a press allowed some room to move.

3.3 Economic background

Until modern times Bangladesh, previously known as East Pakistan and East Bengal, was a prosperous region of South Asia. In ancient days it had the advantages of a mild and tropical climate, fertile soil, plenty of water, and an abundance of fish, wildlife, and fruit (Alam 2007); and the standard of living compared favourably with other parts of the South Asia (Iqbal 2007). As early as the thirteenth century, the region was developing as an agrarian economy (Lesser 1988).

After the Liberation War of 1971, the economic management of the new Bangladesh was focused primarily on reviving a war-ravaged economy within a framework of extensive state control and a socialist ideology (Ahmed 2005; Islam 1999; Mahmud, Ahmed & Mahajan 2010). The government of Bangladesh promoted economic development through state involvement in economic management and planning, substituting growth strategies for trade and investment policies focused on imports; leading to the emergence of large-scale government organisations, higher quantitative restrictions on imports and an increase in import tariffs, foreign exchange restrictions and an overvalued currency exchange rate (Ahmed 2009; Islam 1999; Sarker 2003). According to Islam (1999), at the height of nationalisation in 1973, the government owned 92 percent of the country's manufacturing assets, and had control over 800 manufacturing companies. It became the owner of the major assets and resources of the economy, and mismanagement, politicisation and corruption became widespread (Islam 1999; Mahmud et al. 2010).

Government-owned enterprises were poorly managed, most often by inexperienced, unqualified and incompetent personnel. Though the industry sector, especially manufacturing, is vital for the enhancement of economic growth, Bangladesh failed to develop the industrial base needed for development. The task was complicated by years of political turbulence and military coups (1975, 1981 and 1982) that did little to attract international investors and by the devastating natural disasters that occurred frequently in the 1970s and 1980s (Lesser 1988). Following the assassination of Sheikh Mujib in 1975 and during the period of the military ruler General Ziaur Rahman there was a policy shift towards privatisation and the promotion of the private sector. The first round of market reform began in 1976 (Islam 1999).

The de-nationalisation of enterprises abandoned by the Pakistanis following the liberation of Bangladesh continued into the 1980s, when a second wave of divestment was initiated under the military government of General Ershad (Islam 1999; Mahmud et al. 2010). Towards the mid-1980s, Bangladesh embarked on market-oriented liberalising policy reforms known as *structural adjustment* (Ahluwalia & Mahmud 2004; Bhattacharya 1995; Hossain 1996; Hossain & Rashid 1997; Mahmud 1995; Rana 1997; Reza 1996). This was in response to World Bank (WB) and International Monetary Fund (IMF) guidelines and rigid conditions regarding aid in the early 1980s, when market-oriented development strategies supported by a number of liberalising policy reforms were undertaken (Khan 2000; Task Forces 1991).

These reforms consisted of attempts to correct serious macroeconomic imbalances, caused partially by a decline in foreign aid and by severe deterioration in the country's terms of trade. Some of the policy reforms of this time were directed at withdrawal of food and agricultural subsidies, privatisation of state-owned enterprises, financial liberalisation and withdrawal of quantitative import restrictions (Mahmud 2003); they encouraged increased participation in the economy by the government and private business (Haque 2004). Nevertheless, many sectors remained under governmental control while also enjoying significant trade protection (Ahmed 2002). Table 3.1 summarises Bangladesh's economic policy shifts and general economic performances and outcomes over the last four decades.

Table 3.1 Timelines – Economic and market reforms in Bangladesh

Year	Government	Policy shifts	Outcome
1972	**Sheikh Mujib**	Import substituting growth strategy: nationalisation of businesses, widespread quantitative restriction on imports, high import tariffs, foreign exchange rationing and overvalued exchange rate	Government owns 92 percent of manufacturing sector (approx. 800 industrial units) Fiscal imbalance (more import than export) and lack of incentives for industrialisation
1976	**General Zia**	Promotion of private sector in the national economy Increased privatisation of the nationalised organisations Food for work' program introduced to aid rural development Increased focus on population planning Restricting on imports and protection of domestic industries	Few state-owned enterprises privatised Major portions of banking and jute sectors remain under government ownership Population growth, inefficiency in the public sector and limited availability of capital restrict economic growth
1980 – 1990	**General Ershad**	Market-oriented economic development strategy: deregulate, decontrol and liberalise national economy with support of International Monetary Fund (IMF) and World Bank (WB) Withdrawal of food and agricultural subsidies Privatisation of state-owned enterprises, financial sector liberalisation and withdrawal of quantitative import restrictions	Slow progress of reforms Major infrastructure development Increased reform in agriculture, industry and external trade (export & import) Introduction of export incentives for ready-made garment (RMG) sector in 1980 In 1990, average nominal tariff rate 89% GDP growth rate 3.7 percent Composition of GDP in 1990: Agriculture – 31.1 percent Industry – 21.2 percent Services – 47.8 percent Total Exports in 1990: US$1.5 Billion Total Imports in 1990: US$3 Billion
1990 – 2000	**Bangladesh Nationalist Party, Awami League**	Open economy strategy: comprehensive macroeconomic reforms Export-driven growth policy New Industrial Policy (NIP): Lower import taxes, introduction of floating exchange rate in 2003, removing most of the controls on movement of foreign private capital	By mid-'90s government owns 40 percent of manufacturing sector; (approx. 200 industrial units) In 2000, average nominal tariff rate 17 Growth of RMG export to international markets: annual average growth rate 7 percent In 1992, poverty rate 48 percent GDP growth rate 5.7 percent Composition of GDP in 2000: Agriculture – 25.4 percent Industry – 25.8 percent Services – 48.7 percent Total Exports in 2000: US$5 Billion Total Imports in 2000: US$7 Billion

Year	Government	Policy shifts	Outcome
2000 – Current	Bangladesh Nationalist Party, Awami League, Caretaker Government (Interim Government)	De-nationalisation of Government organisations Industrialization and rapid poverty alleviation Opening up telecommunication and power generation to private and foreign investment Financial liberalisation with deregulation of interest rates, introduction of value-added taxes National Industrial Policy (2005 & 2010) focused on industrialisation and including RMG, light engineering, pharmaceuticals, optical frames, cold roll coil, herbal medicine, furniture and handicrafts as priority sectors	In 2006, average nominal tariff rate 13.4 percent In November 2010, government sells minority shares (up to 49 percent) of 35 government originations In 2009, poverty rate 40 percent Pharmaceutical and ceramic industries appear as fast-growing, export-earning industries as well as RMG GDP growth rate 6.0 percent Composition of GDP in 2010: Agriculture –19.0 percent Industry – 28.5 percent Services – 52.5 percent Total Export in 2010: US$15 Billion (estimated) Total Import in 2010: US$20 Billion (estimated)

Source: (Islam (1999); Ahmed (2009); EIU (2010); Jalil & Islam (2010); Mahmud et al. (2010); Blood (1988); Khan (2000);Palit (2006); Hassan, Isik, & Mamun (2010)

Bangladesh witnessed the launching of more comprehensive macroeconomic fiscal and monetary reform programs in the early 1990s, which coincided with the transition to parliamentary democracy from the autocratic military rule of the 1980s (Ahluwalia & Mahmud 2004). These reforms focused particularly on moving towards an open economy and included measures to make the Bangladeshi currency (taka) convertible on the current account – leading to a floating exchange rate in 2003 – reducing import duties to a new lower level, and removing almost all restrictions on the movement of foreign private capital (Islam 1999; Mahmud et al. 2010).

The government encouraged an export-driven growth policy in 1990, replacing the import substitution growth policy (Hassan et al. 2010). In 1991, the government considerably revised the previous government's economic policies, introducing elements of a free market economy, limiting state intervention, down-sizing government, launching privatisation, attempting to attract foreign direct investment (FDI) and technologies, introducing export promotion schemes, liberalising the exchange rate, removing price controls and subsidies, restructuring the financial sector and introducing tax reform.

Political stability and the new economic policies of the 1990s attracted international investors, and greatly contributed to economic growth of around 5 percent throughout the 1990s and 2000s (Bowring 2005; Jalil & Islam 2010; Khan, MA 2007). However, Bangladesh still depends heavily on international assistance and loans, as well as on remittances from Bangladeshis working abroad (Mahmud et al. 2010). During this three-decade period Bangladesh experienced

moderate but steady economic growth (Ahluwalia & Mahmud 2004; Mahmud et al. 2010). Despite its small size, huge population and the real limit of its natural resources, the country is making economic headway based purely on its skilled, semi-skilled, and unskilled workforce. Per capita income has more than tripled since 1975, and poverty has declined – from 57 percent of the population in 1990 to 40 percent in 2005 (World Bank 2010). According to the World Bank's 2005 Country Brief, Bangladesh has made significant progress in human development in the areas of literacy, gender parity in education and employment, and reduction in population (World Bank 2005).

Since the late 1980s ready-made garments (RMGs) have become the main export earner for Bangladesh. Total export earnings from RMGs increased from US$1 million in 1978 to US$8 billion in 2006 (Ahmed 2009). In 2009 the RMG sector accounted for 75 percent of export earnings (Jalil & Islam 2010). As well, over the last two decades RMGs have been the main source of export growth and employment generation. At the end of 2005, the sector provided 40 percent of manufacturing employment in the country for more than 2 million people, of whom 90 percent are women, and mostly migrants from rural areas (Ahmed 2009; Razzaque 2005). This has resulted in poor Bangladeshi women becoming visible in national employment statistics. It has brought social change in the form of the empowerment of women through their contribution to the family income and resulting increased decision-making power in the household (Islam & Guhathakurta 2007; Zohir 2001).

Despite these improvements, Bangladesh still faces considerable development challenges, with about 56 million people still living below the poverty line (World Bank 2010). They remain one of the country's most vulnerable to climate change and natural calamities like cyclones and floods, and in the last 20 years 60 percent of deaths caused by cyclones worldwide were in Bangladesh (World Bank 2010). Inadequate power and gas supplies remain a major constraint to economic growth. Only 47 percent of households have an electricity connection (World Bank 2010). According to the World Bank, by the beginning of the 21st century Bangladesh remained one of the poorest and least-developed economies in Asia (Todaro & Smith 2003).

3.4 Education background

The education system of this former British colony has been largely influenced by the British education system (Commonwealth of Learning and UNESCO 2004; Ehsan 2008; Islam 2007). During British rule, education on the Indian subcontinent was largely influenced by the historical Macaulay's *Minute on Indian Education* of 1835 (Chakraborty 2007). Some of the important features and recommendations of the Minute were that English should be the medium of instruction, that most course content should be derived from Western arts and sciences, that education should be secular in nature and open to all irrespective of caste or faith, and that there should be emphasis on higher education (Ehsan 2008). During British rule, a number of liberal, English-language schools based on the British model were established on the subcontinent, including some in Bangladesh (Ehsan 2008; Rahim 1988). The University of Dacca (now Dhaka) was established in 1921, for example, and continues to be one of the leading universities in Asia.

During rule by Pakistan, Bangladesh (then East Pakistan) did not receive the guidance, investment, collaboration or funding necessary for a viable education sector. For example, a reform made by the Sargent Committee in 1944 proposing that primary education be brought under the full management of the government, was not accepted by West Pakistan (now Pakistan). This resulted in mass illiteracy in East Pakistan (Bangladesh) (Chakraborty 2007), although five new universities were established – Rajshahi University (1954); Agriculture University in Mymensingh (1961); University of Engineering and Technology in Dhaka (1962); Chittagong University (1965); Jahangirnagar University (1970).

Over the past thirty years education has remained a priority (and an ongoing challenge) for the Bangladeshi government (JBIC 2002). The education system is divided into three major stages: primary (grades 1 – 5), secondary (grades 6 – 12) and tertiary (13 – 16) (Ahmed, KS 2007). Students have to pass two Education Board examinations at the secondary level (Secondary School Certificate after grade 10 and Higher Secondary School Certificate after grade 12). Although the adult literacy rate had increased to 49.7 percent by 2009 (CIA 2011), there are concerns among social scientists about the standard of Bangladeshi education and social development (Jalil & Islam 2010).

Nevertheless, several studies indicate that the literacy rate among the adults in Bangladesh continues to improve. For example, the Bangladesh Bureau of Statistics (BBS) in 2009 reported that 50 percent of the country's adult citizens were proficient enough to read street fliers and

calculate day to day transactions (Jalil & Islam 2010). The statistical survey was conducted country-wide, and one of the significant findings was a higher female literacy rate (50.2 percent) than male (49.5 percent) for the first time in the history of Bangladesh. The study also indicated a wide discrepancy in the literacy rate among the urban (67.8 percent) and rural populations (52.6 percent). Researchers have suggested that approximately three million children in Bangladesh do not enrol in primary schools and thus receive no education at all, and that 50 percent of those who do enrol drop out before completing the five years of primary education (Ahmed, KS 2007; Deabnath & Sabuktagin 2009). The high dropout rate is mainly due to poverty (the children are needed to work); and there is a lack of effort from teachers and parents to encourage children to go to school (Ahmed, KS 2007).

Bangladesh inherited six public universities from Pakistan at the time of independence in 1971, and has, currently, 31 public universities (Bangladesh University Grants Commission 2009, p. 174). Among great changes that have occurred within tertiary education over the last two decades, the rapid growth of private universities is perhaps the most noteworthy (Commonwealth of Learning and UNESCO 2004). The first private university was established in 1992, and since then the number of these universities has increased dramatically. In 2009 there were 51 private universities operating (Bangladesh University Grants Commission 2009) and the private outnumbered the public (Bangladesh Universtiy Grants Commission 2009). Appendix 7-A shows the year wise growth of private universities in Bangladesh. Appendix 7-B shows the gradual increase/decrease of the number of students in public and private universities since 2000. In 2009, there were 200939 studying in private universities and 1382216 students in public universities (Bangladesh University Grants Commission 2009, p. 166, 174).

Various factors have contributed to the emergence of these private universities, as outline below.

- Heightened demographic pressure has affected the number of people who aspire to higher education (Ahmad 2004; IUB 1997). Public and private universities together can accommodate only 4 percent of students seeking higher education after college (Grade 12) (Deabnath 2007).
- Private universities provide an alternative to ‘session jams’ (Ahmad 2000; IUB 1997; Lamagna, Sharif & Islam 2004), also known as ‘session backlog’ (Ahmed, KS 2007, p. 314). The term ‘session jam’ refers to a situation where a student cannot complete their degree within the allotted time in a public university (Ahmad 2000; Alam et al. 2003; IUB 1997) because of student and teacher strikes (Ahmad 2000), political unrest (Ahmad 2000; IUB

1997), and failure to conduct classes or examinations, or publish examination results on schedule (Ahmad 2000; IUB 1997).

- A growing perception of deteriorating quality within public universities has encouraged students to attend private universities (Ahmad 2000; IUB 1997; Mahmud 2002). Alam and colleagues (2003) have noted the attractiveness of private universities because of better student-teacher ratios (10:1), effective physical resources, computer (Internet) access, close academic supervision, and well-organised approaches to orientation for both new students and staff. Most importantly, these institutions are free of 'session jams'.

  In 2003, the International Institute for Educational Planning, a UNESCO organisation, generated a research paper on private tertiary education in Bangladesh (Alam et al. 2003). The key findings of this paper highlighted the deteriorating quality of public sector education. Public universities were criticised for being non-responsive to the changing social and economic environment. Their rules and regulations had become politically-oriented, which had significant implications (Ehsan 2008). Teachers, for example, were selected or promoted based on political affiliation rather than on qualifications or performance (Commonwealth of Learning and UNESCO 2004). The quality of teaching had declined because there was no stress on research, and teachers were not exposed to modern teaching techniques. Many public university academics went abroad for higher education and never returned.

- The delivery of business programs within private universities has been implemented as a strategy to reduce the brain drain to mostly Western education systems (Ahmad 2000; IUB 1997; Lamagna et al. 2004). A large number of Bangladeshi students go abroad every year, mostly to India, the USA, the UK, Australia, and Canada for higher education (Ahmad 2000; Alam et al. 2003; IUB 1997; Lamagna et al. 2004). For example, on average, 50,000 – 60,000 students go to India for higher studies every year (Alam et al. 2003). Bangladesh's private universities follow the North American model of university education, in that they are based on a semester and credit system (Ahmad 2000; Alam et al. 2003; Huq 2002; Islam 2007). Following a semester system and with an absence of political activities, students in private universities enabled to complete their degrees on time and enjoy a 'session jam' free academic experience.

The University Grants Commission (UGC) serves as the authoritative body that approves and monitors the academic programs of both public and private universities. It also acts as an intermediary between the government and the universities with regard to financial resources allocation.

The spread of business programs within these universities is of interest to employers (Alam et al. 2003; Haque & Alam 2008) who look to the rising number of prospective graduates in this field (Ahmad 2000; Islam 2007; Rahman 2004). Satisfaction among employers with the quality of graduates may be assumed from reports of the relative ease with which business graduates find employment (Ahmad 2000; Karim 2006; Kim et al. 2002). Table 3.2 presents the total number of students in private universities and the proportion of business students.

Table 3.2 Number of business students among total students in private universities

Year	Total number of private university students	Number of business students in private universities	% of business students out of total students
2003	46,080	23,420	51%
2004	62,856	29,878	48%
2005	88,669	44,088*	50%
2006	124,267	56,676	46%
2007	170,505	78,847	46%
2008	182,641	47,503	26%
2009	200,939	99,120	49%

*The number represents both economics and business students as reported by Bangladesh Grants Commission Report (2005)

Source: (Bangladesh University Grants Commission 2003, 2004, 2005, 2006, 2007, 2008, 2009)

The table reveals that business students constituted the majority in student composition in the private universities which is close to 50 percent every year (except 2008). Other disciplines besides business administration include science (e.g. computer science), humanities/arts, social science, economics, law, medicine and engineering (Bangladesh University Grants Commission 2009). This data represents the popularity of business degree in Bangladesh. Shahjahan (2002) indicates that multinational banks and other business organisations are increasingly recruiting private university business graduates in Bangladesh. The relationship between the quality of private university business programs and graduate 'employability' has not yet been thoroughly established, however; and the level of quality in the business programs appears to be a matter of ongoing discussion (Ahmed & Crossman 2008; Andaleeb 2003).

A handful of studies have been undertaken into the operations of the private universities (ADBI 2000; Alam & Haque 2002; Commonwealth of Learning and UNESCO 2004; Hopper 2005; World Bank 1999). One of the major issues identified relates to the quality of education provided. In recent years, the UGC initiated an assessment of the quality of education provided by the private universities in response to constant criticism of their operations in Bangladeshi society.

While private universities are perceived as bringing international standards to tertiary education for the masses (Haque & Alam 2008; Hopper 2005), this comes with a high price tag (Hopper 2005; Rahman 2004). The sector suffers from a shortage of qualified faculty members (Alam et al. 2003; Rahman 2004), insufficient resources (Andaleeb 2003) and an ambiguous governmental attitude (ADBI 2000). In addition, there are concerns about poor governance in the recruitment, management and development of departments (Shahjahan 2002), which may not be adequately monitored within the remit of the existing 1992 *Private University Act* (Islam 2007).

Employment opportunities are related to the economic development of the business sector in Bangladesh because of the increased operations of multinational companies over the last two decades, growing investment in private sector enterprises, and expansion within the service sectors. Demand for business-oriented subjects such as business administration, computer science and engineering (Ehsan 2008; Haque & Alam 2008) has increased given what appears to be a positive employment environment for graduates of these programs. A perception also exists that business-educated students from private universities demonstrate highly-developed communication skills in comparison with non-business graduates (Commonwealth of Learning and UNESCO 2004; Karim 2006; Rahman 2004). Business graduates outnumber graduates from other disciplines in private universities (Bangladesh University Grants Commission 2006, 2007, 2008, 2009), and graduates of the leading private universities command initial incomes higher than those from public universities (Alam et al. 2003; Haque & Alam 2008).

3.5 Society and culture

A nation's culture consists of patterned ways of thinking, feeling and reacting (Kroeber & Kluckhohn 1952). UNESCO (2002) defined 'culture' as the set of distinctive spiritual, material, intellectual and emotional features of a society or a social group, encompassing art, literature, lifestyles, ways of living together, value systems, traditions and beliefs. That is, culture is shared by a group of people and is usually crystallised in the social institutions these people build as a group: family structures, religious organisations, educational structures, forms of government, law, literature and work organisations (Hofstede 1980; Ting-Toomey 1997).

The essential core of culture consists of traditional ideas and, especially, their attached values (Kluckhohn 1951). Elements of cultures include shared standard operating procedures, unstated assumptions, tools, norms, and values. Thus 'culture is to society what memory is to individuals' (Kluckhohn 1954). National culture is acquired and conveyed mainly by symbols, constituting

the distinctive achievements of human groups (Kluckhohn 1951). Distinctive cultures give birth to different socio-cultural contexts throughout the world. Most countries have multiple cultures and corresponding subcultures (Triandis 1995). For example, people of different occupations and industries have different cultures. People being born and brought up in a particular cultural context replicate norms learned from family, school, and society (Hofstede 1980, 1991).

It is difficult to change culture. It is widely shared, and usually a stable construct with set patterns, values, symbols, meaning, beliefs, assumptions and expectations of its people (Hofstede 1980; Korac-Kakabadse et al. 2001). Hofstede (1991), a pioneer of culture research, defined it as:

> *the collective programming of the mind which distinguishes the members of one group or category of people from another.* (p. 5)

The main thrust of Hofstede's definition was the collective nature of national characteristics and cultural mental aspects that shape individuals' values, beliefs, opinions, assumptions, attitudes, behaviours, and performances.

Every culture is defined by and linked with language, a particular historical time period and a geographic region; and it develops through interaction (Triandis 1995). Thus people exchange thoughts and feelings, behave similarly in specific situations, and use a particular language during the same historical periods in a specific geographic region (Triandis 1994). Through this interaction, cultural elements like shared beliefs, attitudes, norms, roles, and behaviours are transmitted from generation to generation (Triandis 1995) – affected by historical events (e.g., wars), diffusion (e.g., migration), climate and ecology (e.g., subsistence patterns, ways of making a living) (Triandis 1995).

3.5.1 Bangladeshi culture: Similarity to Indian and Pakistani

The culture of Bangladesh has a long and unique history of 2,500 years (Heitzman 1988), and encompasses the cultural diversity of several social groups (Bharadwaj 2003). The fertile land and rivers have combined with the lives of the people to form a rich heritage, with marked differences from neighbouring countries (Ting-Toomey 1997). Bangladeshis are proud of their rich cultural and linguistic heritage. As their independence was the result of a mass movement to uphold and preserve their language and culture (Blood 1988), Bangladeshis identify themselves closely with Bangla, their national language.

The identity and culture of Bangladesh have Bengali and Islamic influences (Bhattacharyya 1983). There are many similarities to India's and Pakistan's culture due to the historical and

religious connections between the people of the three countries (Abdullah, Boyle & Joham 2011). Bengali cultural heritage includes Hindu Bengali culture typical of West Bengal of India as Bangladesh was part of India – where Islam and Hinduism are both quite well represented – until 1947 (Jamil 2007). Bangladesh shares heritage in areas like administration, legal systems and political structures (Baxter & Rahman 1989). Islamic cultural heritage comes from having been part of Pakistan, a country with a more than 90 percent Muslim population (CIA 2011), with whom Bangladeshi Muslims share many societal practices. Bangladesh is the only South Asian state which is unilingual, however, unlike India and Pakistan (Baxter & Rahman 1989).

3.5.2 Bangladeshi culture in the light of current cross-cultural studies:

Many researchers have conceptualised and measured culture through various value dimensions (Hall & Hall 1990; Hofstede 1980; House et al. 2004; Triandis 1995). Though there has been very limited research into the dimensions of Bangladeshi culture, cultural dimensions for Bangladesh can be extrapolated from the work of Hofstede, Triandis, Hall and the Globe Study.

Models of value structure were suggested during the 1960s and 1970s by England (1967), Kluckhohn and Strodtbeck (1961) and Rokeach (1973); but Geert Hofstede, a Dutch organisational sociologist, produced a cross-cultural value orientation that appears to be one of the most successful and pioneering analyses. His seminal book *Culture's consequences: International differences in work-related values* is one of the most cited publications among organisational and social scientists (Tung & Verbeke 2010, p. 1259), and he has become the most quoted cross-cultural analyst (Minkov 2011, p. 45). His study involved 116,000 questionnaires completed by executives from technology giant IBM in 40 different countries in 1980 (Hofstede 1980, 2001), initially identifying four major cross-cultural dimensions to describe the culture of a country: power distance, uncertainty avoidance, individualism/collectivism and masculinity/femininity. Later, Hofstede (1993) added another dimension based on further study short/long term orientation.

Based on extensive empirical work between 1980 and 1994, Triandis (1995), another leading cultural theorist, explored two constructs of culture; individualism and collectivism, their defining attributes being:

1 ***the meaning of the self*** (Triandis 1996): Collectivists consider themselves as part of a group whereas individualists focus on self-concepts that are independent of groups. The distinction

between interdependent and independent selves (Markus & Kitayama 1991) was one of the defining attributes.

2 ***the structure of goals*** (Triandis 1996): Personal goals of collectivists usually correspond with the goals of their in-groups, which are:

> *groups of individuals about whose welfare a person is concerned, with whom that person is willing to cooperate without demanding equitable returns, and separation from whom leads to anxiety.* (Triandis 1988, p. 75)

Each culture has its own in-groups; e.g., family, friends, political parties, religious groups, social classes, educational, racial, tribal, caste and language; and if there is a discrepancy between the two sets of goals, they consider it obvious that group goals should have priority over personal (Triandis 1995). On the other hand, the personal goals of individualists may or may not correspond with the goals of their in-groups. In case of disagreement between the two sets of goals, individualists prioritise their personal goals over those of the group (Schwartz 1990, 1994; Triandis 1988; Triandis 1990).

3 ***norms and attitudes*** (Triandis 1996): Norms, duties and obligations compared with attitudes best forecast social behaviour among collectivists (Bontempo & Rivero 1992; Davidson et al. 1976; Miller 1994). Among individualists, attitudes compared with norms best determine social behaviour.

4 ***focus on the needs of the in-group or social exchanges*** (Triandis 1996): Relationships are vital among collectivists. They remain within relationships even if the costs of these relationships exceed the benefits. In contrast, under such circumstances individualists drop the relationship (Kim et al. 1994).

In addition to these four attributes, Triandis (1995) has identified some 60 other attributes that could be found in a collectivist or individualist culture.

The Global Leadership and Organizational Behaviour Effectiveness (GLOBE) Study, conceived in 1991 by Robert J. House, was conducted among 62 Western and non-Western societies (House et al. 2004). Results were based on a large sample of 17,300 middle managers from 950 organisations in the food processing, financial services and telecommunications services industries. Project GLOBE defines culture as:

> *shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives and are transmitted across age generations.* (Javidan & House 2001, p. 293)

Project GLOBE conceptualised and empirically established nine cultural dimensions to identify cultural similarities and/or dissimilarities in norms, values, beliefs and practices among societies, which were *power distance; uncertainty avoidance; humane orientation; collectivism I (institutional); collectivism II (in-group); assertiveness; gender egalitarianism; future orientation; and performance orientation*. M.H. Bond with 32 colleagues suggested five dimensions of the GLOBE study are related to Hofstede's (1980) construct of cultural dimensions (Bond et al. 2004). The following table summarises the similarities among the cultural dimensions of the GLOBE study and Hofstede's (1980) cultural dimensions.

Table 3.3 Similarities between the GLOBE study and Hofstede's (1980) cultural dimensions

Cultural dimensions of GLOBE study	Nature of relationship	Hofstede's (1980) cultural dimensions
Assertiveness orientation	*Theoretically related to*	Masculinity – Femininity
Gender egalitarianism	*Theoretically related to*	Masculinity – Femininity
Institutional collectivism	*Theoretically related to*	Individualism – Collectivism
In group collectivism	*Theoretically related to*	Individualism – Collectivism
Power distance	*Directly related to the same term*	Power distance
Uncertainty avoidance	*Directly related to the same term*	Uncertainty avoidance
Future orientation	*Directly related to the same term*	Short–Long term orientation

Source: adapted from Bond et al. (2004)

Based on individuals' information-processing time, orientation and interaction patterns, anthropologist Edward Hall developed a theoretical model of cultural variability. Hall's theory argues that all cultures can be distinguished in relation to one another through the styles in which they communicate. Hall (1989, p. 6) defined context as 'the information that surrounds an event and is inextricably bound up with the meaning of that event': his earlier work stated that all cultures use a range of information-processing systems to provide high and low contexts, suggesting that human transaction can be divided into low context and high context communication systems (Hall 1976):

> *HC (High Context) transactions featured pre-programed information that is in the receiver and in the setting, with only minimal information in the transmitted message. LC (Low Context) transactions are the reverse. Most of the information must be in the transmitted message in order to make up what is missing in the context.* (p. 101)

According to Hall's theory (1976), culture is a 'unidimensional' construct in which countries are classified as high, medium or low context (Gong, Li & Stump 2007).

As suggested by the four cultural models, some of the cultural dimensions are theoretically overlapping, but have distinct characteristics. Using insights from these studies, Bangladeshi culture can be considered in terms of eight dimensions (Hall 1976, 1989, 2000; Hall & Hall 1990; Hofstede 1980, 1984; Hofstede & Hofstede 2005; Hofstede, Hofstede & Minkov 2005; House et al. 2004; Triandis 1995):

- power distance
- uncertainty avoidance
- individualism/collectivism
- masculinity/femininity
- short/long term orientation
- humane orientation
- performance orientation
- high and low context culture.

As Bangladesh has been absent in most cross cultural studies (Devine, Camfield & Gough 2008), examples from major cross-cultural studies of India and Pakistan have been integrated into the discussion because they infer cultural dimensions for Bangladesh. Rationales of each extrapolated cultural dimension have been incorporated.

Power distance. Power distance can be defined as:

> *the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally.* (Hofstede & Hofstede 2005, p. 46)

In large power distance societies, hierarchy and inequalities of power and wealth are expected/desired: the powerful are entitled and expected to have status symbols and privileges, while the less powerful are expected to be dependent on the more powerful (Devine et al. 2008; Kueh & Voon 2007). Hofstede (1980, 1993) termed India and Pakistan medium-to-large power distance cultures; and in a recent study he stated that Asian cultures have large power distance orientation (Hofstede 2007). He further suggested that power distance norms in Asian countries are transferred in the parent-child relationship, through which respect for authority is determined in the organisational context (Hofstede 2007). High power distance cultures are also termed respect cultures (Hofstede 2007). According to the GLOBE study, India is a high power distance society (Carl, Gupta & Javidan 2004).

Organisational researchers suggest Bangladesh has a high power distance culture (Devine et al. 2008; Head & Sorensen 1993; Hofstede 2011; Jansen 1990). Several reasons for being a high power distance culture include Bangladesh being part of the British colonial hierarchical structure, the historical existence of extended family culture, and persistent inequality in socio-economic conditions. Hierarchism is a dominant cultural norm in Bangladesh, and senior/junior relationships are mostly based on it (Hartman & Boyce 1990; Jamil 2007). In Bangladesh, the senior/junior relationship is often referred to as a 'patron-client' relationship (Jahangir 1981, p. 26). Interpersonal relationships in a hierarchical society like Bangladesh are based on position, status, seniority, and gender (Jamil 2007). While studying bureaucratic behaviour and attitudes in Bangladesh and Pakistan, Abedin (1973) commented that:

> *the authoritarian and paternal social values and environment of the sub-continent partly account for the authoritarian and paternal behaviour and attitudes of the bureaucracy and also for the fact that the ordinary people are submissive to and afraid of the bureaucratic authority.* (p. 61)

Similarly, organisational researchers observe that some behaviours – such as a young person's offering a seat to a senior or elderly person in a crowded bus or train, avoiding sitting in front of a senior person, speaking humbly and with respect, refraining from smoking in the presence of an elderly person and avoiding arguments, disagreements or confrontation with seniors – are indications of a high power distance society in Bangladesh (Jamil 2007; Sinha & Sinha 1995).

Individualism vs collectivism. Individualist societies are defined as those in which 'the interests of the individual prevail over the interests of the group' (Hofstede & Hofstede 2005, p. 75). Individualist cultures are characterised by self-orientation, individual identity, low context communication, emotional independence from institutions or organisations, emphasis on individual achievement, privacy and autonomy (Triandis 1995). Individualism includes 'independence and self-reliance', 'distance from in-groups', 'competition' and 'hedonism' (Triandis et al. 1995), in contrast with collectivist cultures that emphasise belonging to groups to which individuals are expected to remain loyal throughout their lifetimes, and wherein it is considered important to retain social harmony and avoid direct confrontation (Triandis 1995). Collectivist cultures have been characterised as encouraging 'interdependence', 'sociability' and 'family integrity' (Triandis 1995).

According to Triandis (1995), characteristics and cultural manifestations of individualism and collectivism are known as 'a cultural syndrome'. He defines the concept as:

> *a pattern characterised by shared beliefs, attitudes, norms, roles, and values that are organised around a theme and that can be found in certain geographic regions during a particular historic period.* (p. 43)

Theorists have identified four kinds of self: independent or interdependent (Markus & Kitayama 1991) and same or different. Triandis (1995) categorised them in four combinations and suggested that India is a vertical collectivist society. Vertical collectivism (interdependent/ different) is a cultural pattern in which the individuals consider themselves part of an in-group and have a sense of serving the in-group; and in order to do this they may feel the need to sacrifice themselves for its benefit.

Membership of the in-group differs, some members having more status than others. The self is interdependent and different from the self of others. The vertical dimension in collectivist cultures accepts inequality and higher ranks enjoy privileges (Triandis 1995). Vertical cultures tend to be traditionalist and emphasise in-group cohesion, respect for in-group norms, and the directives of authorities (Bond & Smith 1996). For instance, a vertical collectivist society has a tendency to be submissive to authority and to endorse conventionalism (Triandis & Suh 2002). Vertical collectivism correlates positively with age and religiosity and negatively with education and exposure to diverse persons (Pettigrew & Cramer 1959; Triandis 1995).

The GLOBE study suggested two separate collectivism dimensions: institutional and in-group (House et al. 2004; House & Javidan 2004). Institutional collectivism can be defined as:

> *the degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action.* (House & Javidan 2004, p. 12)

and in-group collectivism as:

> *the degree to which individuals express pride, loyalty, and cohesiveness in their organizations or families. (House & Javidan 2004, p. 12)*

By applying findings from the GLOBE study, Gupta and colleagues suggest that Southern Asian countries (India, Indonesia, Philippines, Malaysia, Thailand and Iran) highly value collective goals (Gupta, Hanges & Dorfman 2002). According to the study, India is a moderate institutional collectivist society and a high in-group collectivist society (Gelfand et al. 2004). Hofstede (1980, 1993) suggested that Indian and Pakistani cultures tend to be more collectivist. Similarly, Ronen and Shenkar (1985) characterised India and South Asian cultures as interdependent (collectivism).

In a similar vein, organisational researchers have suggested that Bangladeshis tend to be collectivist in nature as well (Abdullah et al. 2011; Head & Sorensen 1993; Hofstede 2011). Jamil (2007) suggested that administrative culture in public institutions in Bangladesh is bureaucratic, and preference for reciprocity of relations is valued. In the Bangladeshi context, junior employees are expected to obey their seniors, while seniors are expected to take care of and nurture the juniors. This tendency implies that Bangladesh is a collectivist nation.

Triandis (1988, 1990) identified some of the macro level factors (ecology; affluence; social and geographic mobility; migration; cultural background of parents; socialisation; rural and urban environment; mass media exposure; education and social change) that influence a culture's developing towards individualism or collectivism. Bangladesh is more collectivist, given the high attachment to family, organisations and society: responsibility to family is an institution among Bangladeshis raised in close-knit families. It has been suggested by Steel and Taras (2010) that Asians tend to value family ties more than North Americans and this indicates family-related values to be more influential in Asia than in North America.

As suggested by Triandis (1995), the degree of individualism or collectivism is generally influenced by two specific cultural syndromes: cultural tightness versus looseness, and cultural complexity versus simplicity. The former refers to the extent to which members of a culture approve of that which comprises correct actions, act according to the norms of the culture, and criticise or tolerate even minor deviations from the norms. In contrast, loose cultures tend to have multiple, sometimes conflicting norms about what to do; and people who deviate from norms generally go unpunished (Triandis 1995).

Triandis (1995) indicated that looseness occurs in societies where population density is low and culture is heterogeneous, with people rewarded for independent action; whereas tightness occurs in homogenous cultures that are relatively isolated from other cultures (Triandis 1995). Often that culture would have high population density and be less dynamic, with an agricultural base. From the previously description of the country, it can be assumed that Bangladesh is associated with cultural tightness. For example, it is an agrarian society, largely homogenous, and one of the most densely populated countries in the world and deviation from societal norms is frowned upon.

Affluent cultures tend to be more complex because there are more differences in various domains of life (Triandis 1995). There are, for example, thousands of job descriptions in highly-developed nations. Culturally complex societies tend to be looser; whereas cultural simplicity is generally

correlated with tightness. If the members of a society occupy more or less a narrow range of occupations and lifestyles, then the culture of that society tends to be simple. The more homogenous the culture, the more beliefs, attitudes, norms, roles, and values are shared, leading to tightness in collectivism. Triandis (1995) also suggests that if a society shares beliefs and values to a great extent but there is a distinct hierarchy present, the probability of vertical collectivism is high. This could be interpreted as additional evidence that Bangladesh is a vertical collectivist society because of the presence of common beliefs and values, and because of it being a high power distance society.

Distribution of resources influences the nature of a society, determining whether it is complex or simple. When the distribution of resources is uneven and there are large differences in income, inequality becomes a major aspect of the culture, resulting in a vertical form. Hofstede (1980) states that much power distance is present in those societies where their members perceive individuals at the top as very different from those at the bottom of the distribution chain. In the case of Bangladesh, there is extremely uneven distribution of resources, seen in the income gap and massive poverty. Only a handful of people in Bangladesh are ultra-rich (Abdin 2009; Akash 2010), and presumably they have a very different lifestyle from the bulk of the populace.

Masculinity/femininity. Masculinity and femininity are defined by Hofstede as referring to 'the dominant gender role patterns' of a society (Hofstede 2001, p. 284). Masculine societies emphasise assertiveness, material success, achievement and heroism in men, while women are supposed to be affectionate, modest, and caring (Hofstede 1980); masculine cultures stress ambition, results and rewards based on performance. Feminine cultures are more concerned with equality, welfare, quality of life, compromise and negotiation. Individuals in a masculine society believe that a person 'lives to work' for materialistic gain, with emphasis on rewards, recognition of performance, training and career advancement. On the other hand, individuals in a feminine culture adopt more the 'work to live' philosophy, with emphasis on modesty, solidarity, consensus and living environment (Tellis, Stremersch & Yin 2003).

Hofstede (1980, 1993) suggests that Indian and Pakistani cultures tend to be more masculine; and Bangladesh is also a masculine culture, according to his recent work (Hofstede 2011). There are wide gender gaps in Bangladeshi families, organisations and society, which is male-dominated. Females are suppressed, oppressed and exploited (Chowdhury 2009). In public service organisations, young and well-educated males are favoured (Jamil 2007). The Constitution of

Bangladesh suggests women and men are equal. In reality, women are discriminated against in cultural practices and religious beliefs. There is widespread spousal violence against them. Moreover, they do not have access to the same opportunities in the educational and professional spheres of society as do the men (Naved & Persson 2010).

Uncertainty avoidance. Uncertainty avoidance refers to 'the extent to which the members of a culture feel threatened by ambiguous or unknown situations' (Hofstede & Hofstede 2005, p. 167). Societies of higher uncertainty avoidance need rules to reduce ambiguity, prefer structure in organisations and relationships, have low tolerance of behaviours and ideas that are different and have more resistance to change (Sully De Luque & Javidan 2004). Hofstede (1980, 1993) suggests that India is likely to be weak in uncertainty avoidance, and stated that Pakistan has a strong uncertainty avoidance orientation. According to the GLOBE study, India is a medium-to-high uncertainty avoiding society (Sully De Luque & Javidan 2004).

Various researchers write that Bangladesh is likely to have a high uncertainty avoidance orientation (Abdullah et al. 2011; Head & Sorensen 1993; Hofstede 2011) especially in public administration institutions (Jamil 2007). In order to avoid uncertainties and ambiguities, organisations have more rules and routines for achieving stability and predictability. Bangladeshis' strong inclination towards avoiding an uncertain future is likely to be due to the country's widespread poverty and their feelings of more responsibility towards family, the high unemployment rate and job insecurity, and the uncertainty of economic progress. Family sizes are big, and in most cases only the father is the breadwinner. In most cases, women are prevented from working outside the home; and there is no opportunity for part-time work for young people. The entire responsibility to provide for the family remains with the father, which conceivably causes him to be afraid of any ambiguity at work; to be unwilling to take any chance for fear that if he fails to perform he may fail to bring food home. As cultural tightness is believed to be related to uncertainty avoiding tendencies, with clear guiding norms and people expected to abide by them (Triandis 1994), it can be further postulated that Bangladesh is an uncertainty avoiding society.

Short/long term orientation. Long-term-oriented societies look towards the future and value perseverance, thrift, self-discipline and virtue, and have a sense of shame (Hofstede 2001). Short-term-oriented societies look more to the past and present, where the norms include belief in quick results, social pressure to spend, concern with personal steadiness and value on freedom,

achievement and truth, and reciprocation of favours and gifts (Hofstede 2001). People from a high future-oriented society are likely to save more and view materialistic success and spiritual fulfilment as inseparable. Employees are likely to prefer long-term employment and organisations are likely to provide flexible work environments.

Conversely, people from low future-oriented societies tend to spend more and save less for the future, and view materialistic success and spiritual fulfilment as two separate life pathways. Individuals prefer instant gratification in employment, and organisations tend to be inflexible. Based on the GLOBE study, Gupta and colleagues suggest that South Asian countries are more future-oriented (Gupta et al. 2002). According to the study, India was a moderate-to-high future-oriented society (Ashkanasy et al. 2004). Other highly future-oriented countries include Singapore, Switzerland and the Netherlands (Ashkanasy et al. 2004).

It is likely that Bangladeshis are likely to be oriented more towards the long term and are thus futuristic (Hofstede 2007). Hofstede (2007) suggests that a higher tendency to saving would result in future productive output or investment. Some characteristics of long-term or futuristic orientation could be observed in a higher tendency to save, to give up luxury for future generations and a tendency to secure tenured employment (e.g. a government job). Minkov (2011) noted that savings rates increased during the period 1965 to 1995 in South Asia which includes Bangladesh, implying that Bangladeshi culture is long-term oriented.

Humane orientation. Humane orientation is defined as the degree to which a society encourages and rewards individuals for being fair, altruistic, generous, caring and kind to others (Javidan, House & Dorfman 2004). There are three theoretical bases of the human orientation dimension: Kluckhohn and Strodtbeck's (1961) *cultural value*; Putnam's (1993) *civic society*; and McClelland's (1985) *affiliative motive.*

Humane orientation can be seen as social values related to equity, justice and sustainability. The two types of humane orientation in societies, high and low, are significantly different in their characteristics (Javidan et al. 2004). High humane oriented cultures/societies value collaboration where the interests of others are important; thus, people are primarily motivated by being affiliated with and part of their society, and they have a sense of responsibility for promoting the wellbeing of others. In high humane oriented cultures, people are urged to be sensitive to all forms of discrimination. Child labour, for instance, is governed by rules and regulations. Low humane oriented cultures emphasise individuals' own interests, and people are motivated by

greed for power and materialistic possessions. In low humane oriented cultures people are not usually concerned about any type of discrimination. Child labour, for example, is of minimum importance.

In the GLOBE study, India is reported as having a high humane orientation (Kabasakal & Bodur 2004). Some other high humane-oriented societies include Zambia, the Philippines, Ireland and Malaysia (Kabasakal & Bodur 2004). Though not included in the GLOBE study, Bangladesh, a collectivist society, is likely to be a moderate-to-high humane-oriented society. As expected in a high humane oriented society, parents in Bangladesh closely control their children and children are supposed to be obedient (Kabasakal & Bodur 2004). Moreover, being a developing nation, children in Bangladesh provide material support to their ageing parents (Kabasakal & Bodur 2004). Child labour exists. Recently, children under the age of 12 have been restricted to domestic work (Sarkar 2011); and child labour has been banned in the RMGs of Bangladesh, its highest export earning sector.

Performance orientation. Performance orientation is defined as the degree to which a society encourages and rewards group members for performance improvement and excellence (Javidan et al. 2004). High performance-oriented societies value training and development, competitiveness and materialism, and appreciate individual performances. People from a high performance-oriented society prefer to have a formal feedback process to improve their performances, and prefer to convey and receive direct and explicit communication.

On the other hand, a low performance-oriented society values tradition, loyalty and belongingness, collaborative family and societal relationships (Javidan 2004). Low performance-oriented societies tend to value the position (official, legislative, familial) of a person over his or her performance. People from low performance-oriented societies also view a formal feedback process as discomforting and judgmental; and indirect and subtle communication is preferred, as well as a polychronic approach to time (Javidan 2004). According to the GLOBE study, countries that scored high in performance orientation, such as Singapore, Hong Kong, Australia and New Zealand are likely to emphasise training and development (Javidan 2004; Javidan & Dastmalchian 2009). Countries that have a low performance orientation include Russia, Argentina and Greece, where family connections and background are more important than performance (Javidan 2004; Javidan & Dastmalchian 2009). India is identified as a middle performance-oriented country in the GLOBE study (Javidan 2004).

Bangladesh is likely to have a mid-to-lower performance orientation. In a recent study conducted among civil servants in Bangladesh, Jamil (2007) finds that employees are loyal to their jobs, with lifelong careers. They tend to loyalty to their families and kin in terms of job rotations and postings (Jamil 2007). The study also revealed that:

> *the bureaucracy in Bangladesh is characterised somewhat more by traditional than by a modern norms. It is characterised by… dependence on traditional sources of information, and preference for employees with traditional qualities.* (p. 129)

Employees with traditional qualities are inclined to rule orientation as opposed to result orientation. They tend to be obedient, respectful and hierarchical.

Low/high context culture. Hall's (1976, 1983) construct of the low/high context communication framework helps us understand the role of communication in individualistic and collectivist cultures. In low context communication, the listener usually needs to be told everything explicitly, unlike in high context communication where the listener, being 'contextualised', needs very little background information (Hall & Hall 1990, p. 184). Ting-Toomey (1985) suggests that low context communication patterns use a linear logic interaction approach, direct verbal interaction style, overt intention expressions and sender-oriented value; while high context communication patterns use a spiral logic interaction approach, indirect verbal negotiation mode, subtle non-verbal nuances, responsive intention inference and interpreter-sensitive values. Individualistic cultures tend to follow low context communication patterns whereas collectivist cultures tend to practice high context communication patterns (Gudykunst, Ting-Toomey & Chua 1988; Ting-Toomey 1994). High context culture is:

> *a culture in which people are deeply involved with others and where subtle messages with deep meaning flow freely.* (Hall 1976, p. 39)

Low context cultures, on the other hand, are:

> *those highly individualised, somewhat alienated, fragmented cultures in which there is little involvement with people.* (Hall 1976, p. 39)

Tone and gesture are important parts of communication, especially in high context cultures (Korac-Kakabadse et al. 2001).

Hall (1983) differentiated two patterns of time that govern the individualistic and collectivist cultures – monochronic and polychronic time schedules. Monochronic time implies paying attention to and doing only one thing at a time. Monochronic people take time commitments (deadlines, schedules) seriously, are committed to the job rather than to people/relationships,

follow plans strictly, emphasise promptness, and tend to more to short-term relationships (Hall & Hall 1990). They usually belong to low context cultures requiring more information. Monochronic time tends to appear in individualistic societies, such as those of Northern Europe, North America and Germany (Ting-Toomey 1994).

Polychronic time involves simultaneous occurrences of many things and involvement of many people. Polychronic people do many things at once, are highly distractible and subject to interruptions, change plans often, tend to build lifetime relationships and have more commitment to people/relationships than to their jobs (Hall & Hall 1990). They usually belong to high context cultures. Polychronic time usually appears in collectivist societies, such as those of Asia, the Middle East, Africa, Latin America, France and Greece (Hall 1983; Ting-Toomey 1994).

It can be postulated that Bangladesh has a high context culture, for several reasons. Firstly, it is a collectivist society (Abdullah et al. 2011; Head & Sorensen 1993; Hofstede 2011; Jamil 2007), which leads to high context communication patterns (Gudykunst et al. 1988; Ting-Toomey 1994). Bangladeshis are, on the whole, raised in extended families with strict rules and strong family ties. Individuals are brought up among many family members to be patient, lenient/kind to each other, to listen to suggestions, and carry out various requests. These practices tend to make them more adaptable and more tolerant to distractions and interruptions in their lives in the workplace. People chat for hours, nurturing social relationships at the cost of work goals and productivity (Jamil 2007).

It is noteworthy that family structure has begun to change in Bangladesh from extended to nuclear to a large extent (Amin 1998; Bongaarts 2001; Edlund & Rahman 2005). The change in family structure can be witnessed in neighbouring countries, Pakistan and India (Laungani 2005; Zaman, Stewart & Zaman 2006). Reasons for changes in the family structure in South Asia can be attributed to rapid industrialisation, increased foreign investments, globalisation, societies' exposure to media and information technology (Laungani 2005). The changes in family structure in South Asia can be explained by modernisation theory. Modernisation theory suggests that family structure changes as a result of agrarian economies turning into neo-industrialising economies (Caldwell 1976; Cowgill 1974; Goode 1963). The shift from rural to urban areas due to employment opportunities in the industrial sector results in nuclear families. Table 3.4 summarises the probable cultural dimensions of Bangladesh based on the above discussion.

Table 3.4 Cultural dimensions of Bangladesh based on Triandis (1995); Hofstede (1980, 1984); Hofstede and Hofstede (2005); Hall (1976, 1989, 2000); Hall & Hall (1990); House et al. (2004)

Cultural Dimensions	Descriptions of the dimensions	Countries	Likely dimensions for Bangladeshi culture
Power Distance Hofstede (1980, 1984); Hofstede & Hofstede (2005); House et al. (2004)	Reflects a society's attitude towards human inequality. High power distance cultures view wide differences between superiors and subordinates. A gender difference in the society is clearly visible. Low power distance cultures experience fewer differences between subordinates and superiors and a difference between men and women's social status is less noticeable.	*High Power distance countries: Guatemala, India, Malaysia *Low Power distance countries: Austria, Israel, New Zealand	High power distance
Uncertainty Orientation Hofstede (1980, 1984); Hofstede & Hofstede (2005); House et al. (2004)	The degree to which a society is comfortable with uncertainty and ambiguity. High uncertainty avoiding societies place great emphasis on stability and certainty, and prefer sense of security. Low uncertainty avoiding societies are more comfortable with risk-taking and more willing to move forward without knowing the future.	*High uncertainty avoiding countries: Argentina, Greece, South Korea *Low uncertainty avoiding countries: Jamaica, Hong Kong, UK	High uncertainty-avoiding society
Individualism/ Collectivism Hofstede (1980, 1984); Hofstede & Hofstede (2005); Triandis (1995); House et al. (2004)	Societies' preferences regarding individual needs and wants as opposed to the needs of the group. Individualistic cultures emphasise responsibility and achievement by individuals. Collectivist cultures emphasise group efforts, teamwork, and group membership.	*Individualistic countries: Australia, USA, Denmark *Collectivist countries: Malaysia, India, Pakistan	High collectivist culture

Cultural Dimensions	Descriptions of the dimensions	Countries	Likely dimensions for Bangladeshi culture
Masculinity/Femininity Hofstede (1980, 1984); Hofstede & Hofstede (2005); House et al. (2004)	Societies' preferences regarding *'quantity of life: materialism'* and *'quality of life: welfare'*. Masculine societies emphasise assertiveness, material success, achievement and heroism in men while women are supposed to be more kind, modest, and caring. Feminine cultures are more concerned with equality, welfare, quality of life, compromise and negotiation.	*Masculinity oriented cultures: Japan, Austria, India *Femininity oriented cultures: Norway, Denmark, Costa Rica	Masculinity-oriented society
Short/Long term Orientation Hofstede (1980, 1984); Hofstede & Hofstede (2005); House et al. (2004)	Degree to which individuals in a society engage in behaviours that focuses on long vs. short term. Long term-oriented societies look towards the future and value perseverance, thrift and self-discipline and virtue and have a sense of shame. Short term-oriented societies look more to the past and present, believing in quick results, feel a social pressure to spend, are concerned with personal steadiness and value freedom, achievement, truth and reciprocation of favours and gifts.	*Long term oriented countries: Hong Kong, India, Japan *Short term oriented countries: Philippines, United States, Australia	Moderately long term-oriented society
Humane Orientation House et al. (2004)	Degree to which a society encourages and rewards individuals for being fair, altruistic, generous, caring and kind to others. High humane orientation cultures value collaborations, altruism, benevolence, kindness, love, generousity, sense of responsibility, promote the well-being of others, are sensitive to discrimination and primarily motivated towards being affiliated with and part of their society. Low humane orientation cultures emphasise individuals' own interests, pleasure, comfort, self-enjoyment, are not concerned with any type of discrimination, and motivated by power and materialistic possessions.	**High humane oriented countries: Zambia, Malaysia, Thailand **Moderate humane oriented countries: India, Kuwait, China **Low humane oriented countries: Germany, Spain, Greece	Moderate-to-high humane-oriented society

Cultural Dimensions	Descriptions of the dimensions	Countries	Likely dimensions for Bangladeshi culture
Performance Orientation House et al. (2004)	The degree to which a society encourages and reward group members for performance improvement and excellence. High performance-oriented societies value training and development, competitiveness and materialism, appreciate individual performances, prefer formal feedback process, prefer to convey and receive direct and explicit communication and have a monochronic approach of time. Low performance-oriented society values tradition, loyalty and belongingness, collaborative family and societal relationships, the position (official, legislative, familial) of the person over his or her performances, views formal feedback process as discomforting and judgmental, prefers indirect and subtle communications and has a polychronic approach of time.	**High performance oriented cultures: Switzerland, Singapore, Hong Kong **Moderate Performance oriented cultures: India, Japan, Germany **Low performance oriented cultures: Greece, Venezuela, Russia	Moderate-to-low performance oriented society
High and Low Context Cultures Hall (1976, 1989, 2000); Hall & Hall (1990)	The extent to which people take for granted how much the listener knows about the context when they communicate. Low context communication patterns use linear logic interaction approach, direct verbal interaction style, overt intention expressions, and sender oriented value. In low context communication, usually the listener needs to be explicitly told everything. Low context cultures operate in Monochronic time mode. High context communication patterns use spiral logic interaction approach, indirect verbal negotiation mode, subtle non-verbal nuances, responsive intention inference, and interpreter sensitive value. High context cultures operate in Polychronic time mode.	^High context cultures: Japan, France, Russia ^Low context cultures: USA, Germany, Switzerland	High context culture

*Compiled data from Geert Hofstede Cultural Dimensions., Hofstede (2011), available at http://www.geert-hofstede.com/hofstede_dimensions.php

** Compiled data from House et al. (2004)

^ Compiled data from Hall & Hall (1990)

3.6 Generation Y in the non-Western context

As previously noted, the majority of the research on generational differences has been conducted within the Western context – in the US, the UK, Canada, New Zealand, Australia and Belgium (Cennamo & Gardner 2008; Dries et al. 2008; Foscht et al. 2009; Heaney 2007; Ng et al. 2010; Terjesen et al. 2007; Wong et al. 2008). Although these studies have been instrumental in shaping our understanding of generational cohorts, investigation with such a non-Western bias is insufficient. There is a call for research within and across cultures so that common factors can be identified among generational cohorts (De Hauw & De Vos 2010; Kowske et al. 2010; Lamm & Meeks 2009; Twenge & Campbell 2008).

The extensive literature search did not reveal Generation Y being profiled from either an employer or an education provider perspective, nor from Generation Y's own viewpoint in a non-Western context.

There are three reasons why generational cohorts should be studied in different contexts:

1 Each culture is unique, and contextual events tend to develop an individual's profile (Hofstede 1980; Triandis 1995). Generally, individuals from different generations are affected by different contextual events that influence the characteristics of generations in that country (Kowske et al. 2010). These events shape the world views, as well as attitudes, beliefs, and perceptions of those who were born in a particular time period. They tend to build a 'collective peer personality and mindset' with regards to cultural values and traditions (Sessa et al. 2007).

   In addition, social researchers have established that every culture is dynamic and individuals have to accommodate cultural and historical changes over time due to such occurrences as the introduction of technology, conflict, economic prosperity or downturns, natural disasters or urbanisation (Barrett 1984; Tipton 2009; Triandis 1995). Thus, research is warranted emphasising historical events and cultural change while studying generational cohorts (Deal, Altman & Rogelberg 2010).

2 Organisations operating in non-Western contexts (e.g., multinational corporations and international organisations like World Bank, UN organisations) may experience special inter-generational challenges due to differences in employees' cultural backgrounds and socialisation processes (Egri & Ralston 2004; Eisner 2005); so the identification of generational values is especially relevant for organisations in the non-Western context.

For example, understanding generational value differences can help organisations comprehend the level of employee acceptance of organisational values, culture and activities; and managing generational differences in values and motivational goals can also enhance the development of effective work relationships and organisational effectiveness (Jurkiewicz & Brown 1998; Kupperschmidt 2000).

3 The numbers of Generation Yers in Asia (aged between 15 and 24) has grown from 648 million in 1995 to 729 million in 2006 (Kueh & Voon 2007). Globalisation, fast technological progress and increasing demographic diversity have affected them (Chen et al. 2006; Chen & Chiu 2010; Du 2011; Ng et al. 2010). Researchers have established that the young generations of several Asian nations are experiencing changed cultural orientations. For example, the Chinese post 80 generation has displayed a shift from collectivist to individualistic orientation due to the economic development of the country (Du 2011).

   A shift from collectivist to individualistic behaviour has also been noticed amongst younger Japanese (Kameda, Takezawa & Hastie 2005) and Chinese (Cao 2009; Hamamura, Xu & Du 2011 cited in Hamamura, 2011, p. 3) due to increased affluence. Moreover, scholars have suggested that societal modernisation may lead to changes in cultral values (Inglehart & Baker 2000; Inglehart 2008; Jackson 2011). Due to the increased participation of non-Western Generation Y employees in international work places, a systematic understanding of their preferences, values, and expectations in those workplaces would guide organisations in managing them effectively.

4 Some of the recent studies conducted among Generation Y in a non-Western context specifically have also been in the field of marketing, illustrating some of their preferences as a discrete consumer segment (Kim, Knight & Pelton, 2009; Kueh & Voon 2007; Rahman & Azhar 2011; Wolburg & Pokrywczynski 2001); but again, no studies have been identified in the field of management. Thus, additional research is needed to specifically identify the generational differences in work environment preferences and values, so as to provide managers with information relevant to easing the transition between generations and the improvement of workplace productivity internationally (Ng et al. 2010; Real et al. 2010; Westerman & Yamamura 2007).

Investigation of generational cohorts in Bangladesh is warranted for three reasons:

1 The last two decades in Bangladesh have witnessed liberalised fiscal and economic policies that have resulted in large scale foreign and local private investment, and thus the incorporation of a very large number of private and foreign companies. The competitiveness in domestic and global markets has simultaneously increased, requiring organisations to be

more employee-focused. Understanding generations in Bangladesh would help organisations to operate more competitively and manage their employees better, providing a competitive advantage.

2 There are three generations employed in the business sector in Bangladesh, with Generation Y increasing. In coming years this generation will be prominent as managers and leaders as the Baby Boomers retire; so it is sensible to learn everything about them in order to understand their evolving role in the workplace. In the absence of any systematic research on Generation Y, an in-depth qualitative study would greatly enhance our understanding of them. Education providers would benefit from this study since by knowing more about employers' perceptions and expectations of Generation Y as employees, they could prepare their students more effectively for a rapidly changing business environment in which they are one of the elements that is likely to undergo change.

3 It has been revealed in this research that Bangladeshi society is predominantly a collectivist, high power distance, high uncertainty avoiding, high context oriented, moderate to low performance oriented, moderate to high humane oriented, masculine oriented and moderately long term oriented culture (Hall 1976, 1989, 2000; Hall & Hall 1990; Hofstede 1980, 1984, 2011; Hofstede & Hofstede 2005; House & Javidan 2004; Triandis 1995). Scholars have shown that several Asian nations have undergone changes of various cultural orientations. For example, power distance, individualism/collectivism, short/long term orientation and uncertainty acceptance orientations have endured shifts in several Asian countries (Das 2002; Hamamura 2011; Zhang et al. 2003). In the absence of empirical work on generational cohorts in Bangladesh, it is necessary to establish and identify generational characteristics for the management of employees and explore whether changes in cultural orientations are occurring, may occur or are unlikely to occur. Each outcome may require the attention of management who must relate to and work with this generation of employees in changing circumstances.

3.7 Conclusion

This chapter has offered a detailed discussion of the research context, including the geographical description, historical and political background, economic development, educational structure and socio-cultural history of Bangladesh. The description incorporates some similarities of Bangladeshi culture to the cultures of India and Pakistan, which assists in discussing Bangladesh in terms of the cross cultural studies of Hofstede, Hall, Triandis and the GLOBE study. Finally, the significance of studying Generation Y in the research context is also highlighted. The following chapter discusses in detail the research methodology used in this work.

Research methodology and analysis of data

This chapter is divided into two broad sections. Section I comprises a discussion on the overall design and methods adopted in this research. The first section of the chapter begins by describing the research paradigm that guided the study. It explains the methodology chosen for the study followed by a section that details the participants in the study. This description of the participants includes an explanation of the ethical considerations and the sampling technique. The section then moves on to explain how participants were recruited for interviews and questionnaires, along with providing their demographic information. Next, a detailed description of data collection methods has been incorporated. The discussion explains how theoretical sampling and memoing were undertaken.

The last part of Section I describes procedures that were followed to ensure rigour in the research. Section II of the chapter incorporates a detailed discussion of the data analysis process. This part of the chapter consists of a section explaining how constant comparison was carried out throughout the research process. A detailed discussion of the coding process has been incorporated.

SECTION I

4.1 Research design

The current study was based on a qualitative research methodology as it aims at theory building, employs a subjective approach, is interpretative in nature, holistic, flexible and open in all aspects of research, and employs an inductive approach to research (Egan 2002; Flick, Kardorff & Steinke 2004; Marshall & Rossman 1999; Sarantakos 1999; Singh & Krishnan 2007). Bangladeshi Generation Yers have not been studied before and therefore the qualitative method is good for exploratory research in a new area as it yields rich data. Grounded theory, which is the most widely used and popular qualitative research method (Bryant & Charmaz 2007; Morse 2009), was selected as the guiding methodology for the current study. Grounded theory is one of the most widely employed interpretive strategies in social science (Denzin & Lincoln 1998). It is also considered to be one of the most developed inductive research methods (Leonard & McAdam 2001) and a recognised qualitative technique used in management research (Suddaby 2006).

Grounded theory has been developed as a systematic research methodology which derives from data gathered systematically and analysed through the research process, simultaneously resulting in a theory (Strauss & Corbin 1998a). When applying grounded theory in research, researchers do not start with a preconceived theory in mind. The researcher starts instead with an area of study and research issues, about which they gather data. From the gathered data, theory emerges which is expected to resemble the context (Strauss & Corbin 1998a). Grounded theory is a systematic and controlled approach designed by the researcher with specific procedures with which to analyse the gathered data (Greckhamer & Koro-Ljungberg 2005).

4.2 Grounded theory research methodology

The use of grounded theory was originally introduced in sociology, and then spread to other social science areas and more recently to the area of *management* (Douglas 2003; Gavetti & Rivkin 2004; Goulding 2005a). Grounded theory has been used in the fields of education, nursing, business, social work, psychology, architecture, social anthropology, information system and communication (Charmaz 2008; Strauss & Corbin 1998a; Strauss & Corbin 1998b). In management research, grounded theory has been used in the investigation of leadership (Singh & Krishnan 2007); organisational knowledge management (Hunter et al. 2005; Lakshman 2007); work place surveillance (Watkins Allen et al. 2007); total quality management (TQM) (Leonard & McAdam 2001); human resource development (Egan 2002; Storberg Walker 2007); intra-firm study (Shaffer & Hillman 2000); organisational learning and performance (Cairns, Burt & Beech 2001); organisational citizenship behaviour (Oplatka 2006); tourism and hospitality management (Connell & Lowe 1997); management research (Locke 2001); innovation (Lowe 1995); and management actions (Partington 2000). More recently social scientists have called for using grounded theory in other social science areas, including marketing, consumer behaviour, mass media and advertising (Goulding 2005b; Gummesson 2005). According to Charmaz (2008, p. 462) 'The logic and explicit strategies of grounded theory have contributed to its wide appeal'.

A brief history of grounded theory would provide information on the approach taken in the current research study. Barney Glaser and Anselm Strauss demonstrated the use of grounded theory methodology as a rigorous method for generating a theory from research data in their seminal works *Awareness of dying* (1965) and *Time for dying* (1968). In 1967, Glaser and Strauss detailed grounded theory methodology in their book titled *The discovery of grounded theory.* Glaser and Strauss are regarded as the 'fathers' of grounded theory (Duchscher & Morgan 2004). According to Charmaz (2008, p. 464), Glaser's and Strauss's earlier work on grounded theory

methodology and their books 'legitimated' inductive qualitative research. Drawing from sociology and reacting against extreme positivism, the authors wanted to generate theory organically rather than verify pre-existing ideas (Glaser & Strauss 1967). As suggested by Suddaby (2006):

> *Glaser and Strauss offered a compromise between extreme empiricism and complete relativism by articulating a middle ground in which systematic data collection could be used to develop theories that address the interpretive realities [of social actors].* (p. 634)

In the 1960s, Glaser and Strauss rejected the supremacy of positivistic quantitative research, ironically providing not only a new paradigm for purely qualitative work, but also giving quantitative researchers new ways of conducting studies using a mixture of acceptably rigorous methods (Charmaz 2006). Rigour, usefulness and positivistic assumptions contributed to the acceptance and popularity of grounded theory among researchers. Since then grounded theory has been increasingly popular among social scientists to generate theory and explore social phenomena (Charmaz 2006).

The defining factors of grounded theory for Glaser and Strauss (Glaser & Strauss 1967; Glaser 1978; Strauss 1987) included (Charmaz 2006, pp. 5-6; Hood 2007, p. 154):

- simultaneous collection and analysis of data utilising a constant comparison method with the purpose of theory formulation
- codes and categories obtained from data rather than predetermined hypotheses
- memo-writing for the purpose of identifying categories, properties, relationships among categories and locate gaps
- theoretical sampling based upon category development
- sampling intended to generate theory as opposed to represent population
- theory derived inductively from data
- literature review conducted after analysing data.

The founders of grounded theory (Glaser & Strauss 1967) later diverged in their ideas about how the grounded theory should be interpreted or conducted (Charmaz 2006; Morse 2009). Two distinct versions of grounded theory became apparent in the early 1990s. These were identified and labelled by Stern (1995) as Glaserian and Straussian grounded theory. Each of the two styles appears to be distinctive in their procedural view. Strauss added the notion of verification (Strauss 1987) and later collaborated with Corbin (Strauss & Corbin 1990; Strauss & Corbin 1998a), and

Straussian style followed a specific, strict, and complex method of data analysis (Ng & Hase 2008; Strauss & Corbin 1994). Glaser (1998) continued to pursue the rigorous coding and comparison techniques to abstract and objectify a reality external to the researcher.

Since its creation, grounded theory has evolved in two major streams, referred to by theorists as objectivist and constructivist grounded theory (Charmaz 2000; 2006).

> *Objectivist grounded theory arises from positivism and thus assumes discovery of data in an external world by a neutral, but expert observer, [whereas] constructivist grounded theory reflects its pragmatist roots…and assumes multiple realities – and multiple perspectives on these realities. Data…are mutually constructed through interaction [between the researcher and research participants].* (Charmaz 2009, p. 138)

Constructivist grounded theory. According to Charmaz (2008), a leading proponent of the constructivist grounded theory approach, constructivist 'grounded theory is an inductive-abductive, comparative, emergent, and interactive method' (p.470) which is a 'close reflection of Glaser and Strauss's classic version' (Charmaz 2008, 2009, p. 137). It embraces the key original ingredients of grounded theory with the following constructivist philosophical positions (Charmaz 2009, p. 140):

- Co-constructed data emerges from the interactive research process.
- There exist multiple realities.
- The researcher is neither neutral nor passive, but is influenced by prior values, priorities and positions.
- The researcher engages in category constructions.
- The researcher takes a reflexive stance.
- Participants' views and voices are integral to the analysis.
- The analysis is relative and contextual.

Constructivist grounded theory assumes that data and theories are not discovered by an objective observer, as suggested by Glaser and Strauss in their classic version (Charmaz 2006). Rather, since observers are part of the world, grounded theories must necessarily be constructed through past and present 'involvements and interactions with people, perspectives, and research practices' (Charmaz 2006, p. 10). Constructivist grounded theory places importance on the 'phenomena' and thus acknowledges data relativity and subjectivity in the analysis (Charmaz 2006, p. 130, 2009, p. 140). It has been recognised that in a constructivist approach, the researcher cannot remain impartial (Charmaz 2006, 2009). Constructivists attempt to show how they deal with their

assumptions, unlike objectivist theorists who remain separate and distant from research participants and their realities, assuming 'value-free neutrality' (Charmaz 2006, p. 132).

As this current research was carried out as a requirement of PhD dissertation, the process included submitting a research proposal at the beginning of the candidature. While preparing the research proposal, some general literature was reviewed on Bangladeshi private universities. However, a detailed literature review on generational cohorts was conducted after data collection. As the data analysis addressed generational issues in the non-Western context, the detailed literature review covered both Western and non-Western generational cohort studies as discussed in the previous chapter (3).

4.3 Rationale for choosing grounded theory approach

Grounded theory was chosen for this study as this methodology is often used in particular cultural settings (Egan 2002; Goulding 2005a; Vedd 2005). Grounded theory is specifically useful when identifying and studying a social issue in a particular context. For instance, a study by Singh and Krishnan (2007) applied grounded theory to develop and validate a new transformational leadership scale in India. Similarly, in a Canadian context Hood, Olson and Allen (2007) applied grounded theory to a workplace study of spirituality among nurses. To study self-perception in offending behaviour of black youth in the UK, Apena (2007) used a grounded theory approach. Among Taiwanese college students, Tien and colleagues (Tien, Lin & Chen 2005) applied grounded theory to analyse the perception of career uncertainty among college students.

Although there is a growing body of research concerned with Generation Y in the Western context, there is scant research in the non-Western context. The current study endeavours to determine how Generation Y business graduates are perceived by themselves, bank managers, i.e. their employers, and the business academics who teach them in private universities in a non-Western context. Grounded theory was selected as a suitable methodology for the current study of phenomena in a non-Western context.

A researcher's personal interest in the research subject is appropriate for the selection of grounded theory as the research methodology (Glaser 1978, 1998), and there were three reasons for the researcher's interest in the context and content of the present study. Firstly, she was a student in one of the most recognised and prestigious private universities in Bangladesh (i.e. the research context) in the mid-1990s when private universities were just beginning to get noticed as alternative tertiary education providers to government owned universities. Secondly, she started

her academic career as a lecturer in the business school of a private university in 2001. This professional experience contributed to a growing interest in the newly emerged private universities and the perceptions of business academics and employers of the new generation business graduates (Generation Y). Lastly, she is from the research context, a country in South Asia where there is a dearth of research.

The researcher's interest, therefore, developed over many years of performing in the context of the research, observing closely the changes of increasing recognition of private universities in the society and the growing acceptance of the Generation Y business graduates in the job market. The researcher's social, cultural, academic, and professional backgrounds influenced to a great extent the choice of grounded theory as the research methodology. Her personal story enabled the researcher to be reflexive during the research process (Charmaz 2006).

Grounded theory was a suitable approach for the study because the researcher wished to examine the points of view of individuals whose student and professional lives had been spent in the research context (Denscombe 2007). Perceptions of three stakeholders in higher education were combined in the study. These three stakeholders were business graduates from private universities, business academics representing educators' perspectives and managers representing the employers' perspectives. In the literature, few studies were located that had combined all three stakeholders' perspectives (Gursoy et al. 2008). A more comprehensive perspective had the potential to produce rich findings from empirical data. A variation of perspectives from multiple stakeholders had the potential to capture the dynamism in the study (Charmaz 2000; Glaser & Strauss 1967; Glaser 1978, 1992, 2001, 2002; Goulding 1998). Thus, the goal was to integrate multiple stakeholders' viewpoints to study a new generation of business graduates' profile (Pickard 2007).

Private universities are a new phenomenon in the Bangladesh higher education sector. No research was found to have been conducted in Bangladesh that has addressed perceptions towards Generation Y business graduates from private universities. Moreover, grounded theory was chosen as the research methodology as it fits well with studies that are new in subject matter (Denscombe 2007). Utilising 'flexible guidelines' there was an opportunity to generate a theory related to the perception of Generation Y business graduates in a non-Western context (Charmaz 2006, p. 15).

The current study took a constructivist approach to the development of grounded theory, based on the understanding that neither the participants nor the researcher came to this study untouched by the world. As Charmaz (2006) has observed, the theoretical interpretation of the results of the current study is a 'portrayal of the studied world, not an exact picture of it' (Charmaz 2006, p. 10). As a result, the theory which has been developed as a result of this study is an interpretation of the data (Bryant 2002; Charmaz 2006) that depended on the researcher's personal history and own perspectives. Thus, the theory that has been developed is a 'construction of reality' (Charmaz 2006, p. 10), and must be understood as such by both the researcher and the audience with whom she shares her findings.

Multiple sources of data are used in a grounded theory approach (Cranton & Carusetta, 2004; Draucker et al. 2007; Fetherston & Kelly 2007; Harry et al. 2005; Leonard & McAdam 2001; Suddaby 2006), but interviews are considered to be constructivist grounded theory's primary data gathering method (Charmaz 2005, 2006). Interviews were conducted with private university business graduates and alumni, bank managers, and academics. A self-administered questionnaire was also used to engage alumni and collect data. Thus information was gathered from multiple sources, allowing cross-comparison and multi-layered data (Glaser 2001).

4.4 The participants

4.4.1 Ethical considerations

In qualitative studies there are codes of ethical conduct such as informed consent, privacy, confidentiality, accuracy, avoiding deception and anonymity that need to be addressed (Christians 2000; Miles & Huberman 1994). In the current research, measures were taken to comply with the codes of ethics for research. The University of South Australia Human Ethics Committee endorsed the research protocol for the study. The private universities and private commercial banks granted permission to conduct the study.

Research participants were provided with sufficient information about the research through the Participant Information Sheet and Letter of Introduction so that they could make an informed choice about whether to participate in the research study (Christians 2000; Cohen, Manion & Morrison 2007; Denscombe 2007). To maintain confidentiality, gathered data were kept securely (Kanuka & Anderson 2008; Miles & Huberman 1994). To protect the rights of privacy, participants were informed about the research, voluntary participation, and their preference of a place of interview (Cohen et al. 2007). In order to safeguard participants' anonymity, no unique, personal characteristics (name, address, geographical areas) which could reveal the participant's

identity were used (Christians 2000; Kanuka & Anderson 2008). To ensure anonymity, the researcher agreed that neither the identity of the participant nor their organisation would be revealed in the dissertation and subsequent publication of the findings. In an effort to ensure that all participants were fully aware of the significance of their participation, the researcher explained the purpose of the research and the intended use of the data collected.

The interviews were not taped as the participants were reluctant to have their voices, statements and opinions recorded. In one bank, the head of the HR department requested that the interview not be taped. A similar request was made by the head of the business department in one of the private universities. The interview participants from these two institutions were therefore not asked whether they would allow the sessions to be recorded or not. In the other three institutions, the interview participants were asked whether the interview sessions could be recorded, and declined. Thus, the interview sessions were not taped. Therefore, while permission to record could be granted by the ethics committee, recording still could not go ahead. There were two types of consent forms (shown in Appendix 3-A and 3-B). Before each interview, the participant signed the consent form that allowed the interview sessions without audio recording (Appendix 3-B).

A refusal on the part of participants to be recorded is not unprecedented in the literature. A number of researchers have had a similar experience in Bangladesh (Ahmed 2010; Jahangir 2003). In several instances in a Western context reserachers have also been unable to record interview sessions (Brodsky 2006; Jennings et al. 2010; Nikolakis 2008). In these instances, the reseracher's personal reflexivity, observations of participants' facial and physical reactions are usually written down during interviews to help understand and re-examine the contents and context (Jennings et al. 2010). The grounded theorist Stern (2007, 2009) notes a preference to take 'field notes' rather than audio record. She felt 'recording might be off putting to the people' (Stern 2009, p. 58), which was similar to what the research participants appeared to feel in the current study. Stern (2009) suggests that field notes do not compromise the quality of grounded theory research as it is a theoretical interpretation of a 'conglomerate of data' and not 'a case report of a series of incidents' (Stern 2009, p. 58). Moreover, Glaser, who is one of the founders of grounded theory (Glaser 1978; Glaser & Holton 2004), advocates for the use of field notes as opposed to tape recording. In his opinion, memoing and field notes enable a researcher to capture thoughts and interpretations which might be lost in the audio recordings.

Other researchers have also pointed out several disadvantages of tape recording, such as the expense, misinterpreted content and failure to capture cultural differences (Fasick 1977; Wellard & McKenna 2001; Wengraf 2001). Therefore, in order to honour the codes of ethics that were outlined to the participants, audio taping was abandoned and instead notes were taken during the interviews which were subsequently typed in *MS Word* documents as close reconstructions of the discussions.

4.4.2 Purposive sampling

In the study, sampling was conducted with the aim of developing a theory rather than representing a population (Charmaz 2006; Fendt & Sachs 2008; Glaser & Strauss 1967; Glaser 1978; Strauss 1987). Purposive sampling best suited the research scope as it included individuals who had the desired characteristics or experiences (Creswell 2008). Moreover, the sample included institutions that were considered 'information rich' because of the way that private commercial banks increasingly employ Generation Y business graduates.

Purposive sampling as defined by Teddlie and Yu (2007) is 'selecting units (individuals, groups of individuals, institutions) based on specific purposes associated with answering a research study's questions' (p. 77). Goulding (2005b) suggests that the selection of samples should be worked out in advance of the study. Harry, Sturges and Klingner (2005) used purposive sampling to identify information sources that matched the scope of their study. As the current study began with the aim of exploring the perceptions of the performance of private university business graduates in the banking sector in Bangladesh, the sample populations were purposefully chosen.

Three groups of participants constituted the sample. Firstly, the study was concerned with the *business graduates from private universities* who were employed in the banking sector and thus they were chosen to be one of the sample groups. The graduates selected for interview were working in three commercial banks in Bangladesh. They had all completed their bachelor's degrees in business administration (BBA) and found employment in a bank. All of them were full time employees, and had successfully completed their probationary period. They worked in various bank departments, including credit administration, foreign exchange, customer service, human resource and marketing. Interviewing them provided the graduates' perspectives.

Secondly, *bank managers* were chosen to represent the employers' perspectives. These were the managers of the same banks that had employed the graduates. They represented department heads and branch managers. The reason for choosing the banking sector was because of an increasing number of business graduates obtaining jobs in this sector.

Lastly, *business faculty participants* were included in the sample to represent the academics' perspectives since they prepare the business graduates for the world of work. Business faculty members from two private universities were interviewed. The faculty interviewees were from different departments of business programs, such as Finance, Marketing, Accounting, Human Resource Management, and Management Information Systems (MIS). Among the business faculty interviewees, the Business School Heads and Career Counselling Centre Head of one university were also interviewed.

Purposive sampling enabled the collection of in-depth information which eventually resulted in developing a theory (Strauss & Corbin 1998a; Teddlie & Yu 2007). The researcher's familiarity with the research context also facilitated the selection of the sample group (individuals and institutions) from where themes eventually emerged. Table 4.1 is a summary of number of participants from the three categories.

Table 4.1 Summary of number of research participants

Participant groups	Number
Bank managers	22
Business academics	25
Business graduates	23

It needs to be noted that a total of 90 interviews were conducted amongst 70 interview participants due to the utilisation of theoretical sampling (discussed in section 4.5.3). In the following section, the detailed demographic information of the three groups of participants is provided.

4.4.3 Recruiting the interviewees

Two private universities and three private commercial banks in Dhaka, Bangladesh allowed the research to be conducted in their institutions. The names of the banks and universities cannot be revealed since participation depended on anonymity. Both the universities were established during the first few years of the emergence of private universities in Bangladesh. The Business School enrolled the highest number of students in both undergraduate and graduate programs in these universities. Of the three banks, two were multinational and one was a local private commercial bank. All three banks had multiple branches in the capital city.

Human research ethics approval for the current study was obtained in September, 2008. The researcher went back to the research field in October, 2008 and contacted the Business School Heads of two private universities with a letter of introduction (Appendix 1-A). They distributed

the information sheet (Appendix 2-A) among the Business faculty members. It was clearly indicated that the participation of the faculty members was fully voluntary in nature, that the proposed study was not the universities' research and that their identity would remain confidential. Moreover, the information sheet explained to participants that they had the freedom to withdraw from the interview at any time. As the researcher's contact particulars were included in the information sheet, the interested participants directly contacted her. An interview date and time based on the participants' choice and convenience were then set up.

In the banks, the Head of the Human Resource (HR) Department was approached by the researcher with a letter of introduction (Appendix 1-B). Upon obtaining permission to conduct interviews in the respective banks, the HR Department informed their employees about the research and distributed the information sheet (Appendix 2-A) through their internal mailing system.

Two types of employees were approached with the research information – first, the managers of different departments and branch managers; second, the officers who were employed with the bank after their business graduation as their first jobs. It was sent to those private university business graduates with work experience of between one to three years in a bank. It was noted in the letter of introduction that the research was not being conducted by the bank and that the graduates' participation was voluntary. They were able to stop an interview at any time. The HR Department sent this information to all their branches in Dhaka. The graduates and managers who were interested in participating in the study contacted the researcher directly and an interview date, time and place were arranged.

4.4.4 The demography of the interviewees

The business graduates. Table 4.2 outlines the demographic information of the business graduate participants. The participant numbers represent their appearance in the research and the chronology of their interviews being conducted.

Table 4.2 Demographics of business graduate participants

No.	Gender	Age Group	Generation Cohort Category	BBA Major	Years of experience
1	F	25 – 29	Generation Y	Finance	3
2	F	25 – 29	Generation Y	General Management	3
3	M	20 – 24	Generation Y	General Management	1
4	M	20 – 24	Generation Y	General Management	2
5	M	25 – 29	Generation Y	General Management	3
6	M	20 – 24	Generation Y	Finance	1
7	F	20 – 24	Generation Y	Finance & HRM	2
8	M	20 – 24	Generation Y	Finance	2
9	F	20 – 24	Generation Y	General Management	2
10	M	25 – 29	Generation Y	General Management	3
11	M	20 – 24	Generation Y	Finance	2
12	M	20 – 24	Generation Y	Finance	2
13	M	20 – 24	Generation Y	Finance & Economics	2
14	F	20 – 24	Generation Y	Marketing	1
15	M	20 – 24	Generation Y	Finance & Marketing	2
16	M	20 – 24	Generation Y	Marketing & Economics	2
17	F	20 – 24	Generation Y	Finance & Accounting	2
18	M	20 – 24	Generation Y	Finance & Marketing	2
19	M	20 – 24	Generation Y	Finance	2
20	M	20 – 24	Generation Y	Finance & Marketing	2
21	F	25 – 29	Generation Y	Marketing	3
22	M	25 – 29	Generation Y	Marketing	3
23	M	25 – 29	Generation Y	Finance	3

Twenty-three (n = 23) private university business graduates were interviewed. These graduates obtained their jobs at banks after graduation. Of the graduates, 18 were male and five were female. In Bangladesh, males predominantly occupy positions in the banking sector. So, arguably the gender of the graduates interviewed reflects the general gender breakdown in the banking sector. All the business graduate participants belonged to the Generation Y cohort born between 1981 and 1999 (Lancaster & Stillman 2002). Sixteen business graduate participants had a single major in their BBA program. Seven business graduate participants had a double major from a combination of Accounting, Marketing, Finance, Human Resource Management or Economics. Their work experience in the banks varied from one to three years. None of the graduate interviewees had switched jobs since embarking on a banking career after completing their bachelor degrees.

The business academics. Table 4.3 comprises the demographic information of the business academic participants. The participant numbers represent the chronology of their interviews being conducted.

Table 4.3 Demographics of business academic participants

No.	Gender	Age group	Generational cohort category	Work experience in private university (Years)	Total teaching career (Years)	Degrees	Institutions where degrees were earned
1	M	35 – 39	Generation X	9	9	Honours MBA PhD	Overseas (India) Private (Bangladesh) Overseas (Australia)
2	M	30 – 34	Generation X	3	3	Honours MBA	Overseas (India) Overseas (Australia)
3	M	40 – 44	Generation X	12	12	Honours MBA	Public (Bangladesh) Overseas (USA)
4	F	35 – 39	Generation X	10	10	Honours MBA	Public (Bangladesh) Public (Bangladesh)
5	M	50>	Baby Boomer	8	40	PhD	Overseas (USA)
6	M	35 – 39	Generation X	6	6	Honours MBA	Public (Bangladesh) Public (Bangladesh)
7	M	35 – 39	Generation X	4	7	BBA MBA	Overseas (USA) Overseas (USA)
8	M	35 – 39	Generation X	5	8	BBA MBA	Public (Bangladesh) Overseas (UK)
9	M	40 – 44	Generation X	3	12	Honours Masters PhD	Public (Bangladesh) Public (Bangladesh) Overseas (Japan)
10	F	30 – 34	Generation X	2	2	BBA MBA	Public (Bangladesh) Private (Bangladesh)
11	M	30 – 34	Generation X	5	6	Honours Masters	Public (Bangladesh) Public (Bangladesh)
12	M	35 – 39	Generation X	6	8	Honours Masters MBA	Public (Bangladesh) Public (Bangladesh) Overseas(Pakistan)
13	M	40 – 44	Generation X	12	12	BBA MBA	Private (Bangladesh) Overseas (Netherlands)
14	F	45 – 49	Baby Boomer	5	17	Honours Masters PHD	Public (Bangladesh) Public (Bangladesh) Public (Bangladesh)
15	M	30 – 34	Generation X	3	3	BBA MBA	Private (Bangladesh) Private (Bangladesh)
16	F	35 – 39	Generation X	7	7	Honours Masters	Public (Bangladesh) Public (Bangladesh)
17	M	50>	Baby Boomer	5	33	Honours Masters PhD	Public (Bangladesh) Public (Bangladesh) Overseas (USA)
18	M	30 – 34	Generation X	2	2	BBA MBA MSC	Overseas (Canada) Overseas (Canada) Overseas (Canada)
19	M	40 – 44	Generation X	12	12	Honours Masters MBA	Public (Bangladesh) Public (Bangladesh) Private (Bangladesh)
20	F	45 – 49	Baby Boomer	1	5	Honours MBA	Public (Bangladesh) Public (Bangladesh)

No.	Gender	Age group	Generational cohort category	Work experience in private university (Years)	Total teaching career (Years)	Degrees	Institutions where degrees were earned
21	M	45 – 49	Baby Boomer	13	13	Honours MBA	Overseas (Russia) Overseas (USA)
22	M	45 – 49	Baby Boomer	11	17	Honours Masters PhD	Public (Bangladesh) Public (Bangladesh) Overseas (India)
23	M	40 – 44	Generation X	15	15	Honours MBA PhD	Overseas (USA) Overseas (USA) Overseas (Australia)
24	M	50>	Baby Boomer	10	30	Honours Masters	Public (Bangladesh) Public (Bangladesh)
25	M	40 – 44	Generation X	14	14	Honours Masters PhD	Public (Bangladesh) Overseas (USA) Overseas (USA)

Twenty-five (n = 25) business academics were interviewed in two private universities. Among them, two Business School Heads and one Career Counselling Head were interviewed. Of the 25 academics, 20 were male and five were female. This imbalance reflects the broader gender imbalance in the two universities. The majority, i.e. 18 of the business faculty participants, belonged to Generation X born between 1965 and 1980 (Lancaster & Stillman 2002). Only seven academics were Baby Boomers born between 1946 and 1964 (Lancaster & Stillman 2002).

Sixteen faculty members had completed at least one Master's degree in Bangladesh or abroad. Several of them had obtained a double Master's degree in different subjects. Eight faculty participants had obtained a doctorate, seven from overseas countries (USA, Australia, Japan and India). The academic career of the business faculty participants in private universities ranged from one to 15 years. Since private universities in Bangladesh only emerged in the early 1990s, the academic careers of the business participants ranged from two to 40 years. Eleven participants had teaching experience other than private universities. They taught in public universities in Bangladesh and several of them had taught overseas in countries such as the USA, South America and Japan while they were undertaking a PhD, or had a career overseas and later returned to Bangladesh for personal reasons.

Fourteen business faculty participants had started their academic career in a private university and continued to do so. Several of them had worked in other organisations and later on decided to switch to an academic career. Table 4.4 is a summary of the countries from where business academic participants obtained their degrees.

Table 4.4 Business academic participants' educational institution background

Degrees obtained from	Number of business academics
(Only from) Bangladeshi public university	7
(Only from) Bangladeshi private university	2
(Only from) Overseas university	5
Bangladeshi Public university + Bangladeshi Private university	2
Bangladeshi Public university + Overseas university	7
Bangladeshi Private university + Overseas university	2
Total:	25

Table 4.4 shows that 11 academics had studied in Bangladesh only, while another 14 had undertaken at least one degree from an international university located in countries such as India, Pakistan, the Netherlands, the UK, Australia, the USA, and Canada. Faculty members who had studied overseas had mostly travelled for study to North America and Australia. Seven faculty participants had obtained one degree from the USA. Three had studied in Australia. As private universities follow the North American curricula and education system, having faculty members oriented in the North American system could be beneficial for the universities.

The bank managers. Table 4.5 outline the demographics of bank manager participants. The participant numbers represent their appearance in the research and the chronology of the interviews.

Table 4.5 Demographics of bank manager participants

No.	Gender	Age group	Generational Cohort	Total banking experience	Education	Educational institutions obtained degree from	No. of private university graduates supervised
1	M	40 – 44	Generation X	14	Honours MBA	Public (Bangladesh) Private (Bangladesh)	70 – 80
2	M	30 – 34	Generation X	4	BBA MBA	Private (Bangladesh) Private (Bangladesh)	5 – 10
3	M	35 – 39	Generation X	9	BBA MBA	Private (Bangladesh) Overseas (Netherland)	30 – 40
4	M	30 – 34	Generation X	5	BBA Masters	Private (Bangladesh) Overseas (UK)	15 – 20
5	M	35 – 39	Generation X	9	BBA Masters	Private (Bangladesh) Overseas (UK)	15 – 20
6	M	30 – 34	Generation X	5	BBA	Private (Bangladesh) Overseas (Canada)	30 – 40
7	M	45 – 49	Baby Boomer	18	Honours MBA	Public (Bangladesh) Public (Bangladesh)	70 – 80
8	F	35 – 39	Generation X	10	BBA	Private (Bangladesh)	60 – 70
9	M	45 – 49	Baby Boomer	16	Honours M.Sc	Public (Bangladesh)	10 – 15
10	M	40 – 44	Generation X	11	Honours Masters	Public (Bangladesh) Overseas (Canada)	175 – 200
11	M	40 – 44	Generation X	12	Honours MBA	Overseas (India)) Public (Bangladesh)	100 – 115
12	M	35 – 39	Generation X	9	Honours	Overseas (India)	80 – 90
13	F	35 – 39	Generation X	8	BBA	Private (Bangladesh)	15 – 20
14	M	35 – 39	Generation X	8	BBA MBA	Private (Bangladesh) Public (Bangladesh)	25
15	M	35 – 39	Generation X	5	BBA	Overseas (USA)	15 – 20
16	M	45 – 49	Baby Boomer	14	Honours MBA	Public (Bangladesh) Private (Bangladesh)	100 – 110
17	M	40 – 44	Generation X	12	Honours	Public (Bangladesh)	15 – 20
18	F	35 – 39	Generation X	12	Honours	Overseas (USA)	150 – 175
19	M	30 – 34	Generation X	6	BBA	Private (Bangladesh)	15 – 20
20	F	30 – 34	Generation X	4	Honours Masters	Overseas (USA) Overseas (USA)	200>
21	M	50>	Baby Boomer	18	Honours Masters	Public (Bangladesh)	40 – 50
22	M	45 – 49	Baby Boomer	16	Honours MBA	Overseas (USA) Overseas (USA)	100 – 125

Twenty-two (n = 22) bank managers were interviewed. Eighteen were male and four were female. It appears that the majority, that is 17, of the bank managers belonged to Generation X born between 1965 and 1980 (Lancaster & Stillman 2002). Only five of the bank managers were Baby Boomers born between 1946 and 1964 (Lancaster & Stillman 2002). Bank manager interviewees' banking careers ranged from four to 18 years. Except for a couple of bank managers (mostly young Generation X), all had worked in other types of organisations for some years. Professional experience, therefore, included work in banks, as well as other institutions. Only their years of experience in their banking careers have been considered here, however.

With regard to their educational qualifications, undergraduate and postgraduate degrees were completed by eight and 14 managers respectively. Half the bank managers, that is 11, had undergone studies in Bangladesh only. Three managers had studied in both government and private universities for their undergraduate and postgraduate degrees. Four managers studied only in government universities and another four had experience of studying in private universities for their tertiary education. Except for a single participant in this sample, none of the Baby Boomer managers had experience of studying in a private university since they had not been established until after these banking officials had completed their degrees. One Baby Boomer alone had studied for an undergraduate degree and then a MBA from a private university. Another half (11) of the bank managers had obtained one of their degrees from overseas countries (UK, USA, Canada, the Netherlands and India).

The last column in table 4.5 portrays the approximate number of Generation Y business graduates from private universities with whom the managers had directly or indirectly worked. The work experiences of the managers with private university business graduates included their direct supervision as well as indirect work experiences with them (Generation Y). Direct supervision referred to managers being in charge of Generation Y business graduates. For example, Head of Credit or General Banking or Corporate Banking evaluated a certain number of business graduates who worked as officers in the banks. Table 4.6 is a summary of the managers working directly or indirectly with Generation Y private university graduates.

Table 4.6 Bank managers supervising private university graduates

Number of managers	Number of Generation Y private university graduates supervised
12	1 – 50
4	51 – 100
3	101 – 150
3	150 >
Total: 22	

Table 4.6 shows that the highest number of bank managers (n = 12) supervised a maximum of 50 Generation Y employees. Among the interviewees, there were managers who had been or were in charge of branches or working in Human Resource Departments who had experience of working with more private university business graduates, such as more than 100 Generation Y employees. Several managers had worked in departments, such as loans or credit cards, where there were many Generation Y employees.

4.4.5 Recruiting participants for the questionnaire

The questionnaire participants were business graduate alumni of private universities. They were approached in two different ways. The Career Counselling Head of one participating university was approached by the researcher (Letter of Introduction to the Career Counselling Centre is provided in Appendix 1-C) and agreed to post the questionnaires to some of their business graduate alumni through the Career Counselling Centre. The Career Counselling Head also provided the researcher a letter of introduction which explained that the research was not part of a university program and was voluntary (Appendix 1-E).

Two hundred envelopes containing the letter from the Head of the Career Counselling Centre, a copy of a Questionnaire Information Sheet (Appendix 2-B), a letter of introduction to the prospective participant (Appendix 1-D), a copy of the self-administered questionnaire (Appendix 4) and a stamped self-addressed envelope were distributed to the business graduate alumni through the Career Counselling Centre. Forty-five questionnaires were returned to the researcher, of which 30 were usable.

Additional participants were recruited personally by the researcher, who was, herself, an alumni of one of the private universities. The same package of documents (except for the letter from the Head of the Career Counselling Centre) that had been distributed through the Counselling Centre was prepared and distributed by the researcher to another three hundred potential participants using a network of personal contacts who shared the packages among other contacts; in other words, snowball sampling was employed (Creswell 2008).

Interested participants returned the questionnaire using the self-addressed envelope. No information was requested that could identify the participants directly or indirectly. Of the 300 questionnaires distributed for snowball sampling, 119 were returned. After initial screening, 81 were considered to be usable in the current research. Thus, an aggregate of 111 questionnaires (81 from snowball sampling and 30 through the Career Counselling Centre) was usable for the current study.

4.4.6 The demography of the questionnaire participants (business graduates)

Of the 111 questionnaire participants, male and female participants constituted 70 percent and 30 percent respectively (one participant did not mention gender). In the BBA program, 31 participants had majored in finance; 40 had majored in marketing; and 12 had other majors like HRM, accounting, general management and management information system (MIS). Twenty-seven participants had a dual major in their BBA program. Forty participants had completed a MBA.

Forty-eight participants had worked in the telecommunications industry. Twenty-eight participants had worked in the banking sector. Thirty-four participants had experience of working in other sectors, such advertising, the readymade garment industry, pharmaceuticals or manufacturing. (Seven participants did not answer this question.)

4.5 Data collection

Interviews and questionnaire distribution were simultaneous. As the interviews progressed and data were constantly compared, interview guides were modified (Appendix 5D – 5G) and follow up interviews were conducted. The questionnaire was distributed only once, however, due to time constraints and the complexity of distributing questionnaires. Responses to the questionnaires were very similar to the interview responses before refinement of the interview guides.

Questions sought information that addressed similar issues in interviews; for example, what types of skills the graduates found to be useful at work or what criteria they thought their managers used for evaluating their performance. The similarity of the answers facilitated methodological triangulation. This issue is explained further while discussing open coding later in the chapter.

Each of the data collection tools is discussed in more detail below.

4.5.1 The interview

The interview is the most common and popular form of collecting data in grounded theory (Denscombe 2007; Glaser & Holton 2004; Goulding 2005a; Sarantakos 1999) and has been used extensively to collect data in management research (Cairns et al. 2001; Kritik & Jones 2002; Lakshman 2007; Shaffer & Hillman 2000; Watkins Allen et al. 2007). In the current study, face-to-face, semi-structured, open-ended, in-depth interviews were used for data collection. Face-to-face interviews are considered to be the most flexible form of data collection (Leeuw 2008).

Conducting semi-structured interviews enabled asking follow up questions with the purpose of identifying the subtle meanings of the interviewees' words (Mabry 2008). They are usefully adopted as a collection technique when exploring complex and subtle phenomena (Denscombe 2007). Using this method has the potential to produce data that reflect the rich and detailed personal experience, emotions, opinions, and experiences of the interviewee (Fairbrother & Mathers 2004; Denscombe 2007). And an open-ended interview has the potential to lead into new directions relevant to the study (Denscombe 2007; Goulding 2005a). Interviewing was a feasible technique in this research as it was possible to gain direct access to the participants (Denscombe 2007).

Open ended questions were used in the interviews as they produce rich data (O'Leary 2004). For example, 'What major events do you think have featured in Bangladesh's history since 1980 that might have made a difference in the psyche of that generation born after 1980?' or 'Do you feel there is any difference in way of communication between those of different social and economic classes? How? Examples?' are examples of open ended questions that were posed to the participants to explore their perceptions. As open ended questions do not suggest any answers to the participants, they could express their thoughts and perceptions about new generation graduates without being influenced by the interviewer (Foddy 1994). Glaser (2001) has pointed out that the way to identify the main concerns of the participants is to 'say as little as possible and listen' (p. 105).

What is heard during interviews has to be verified and clarified using questions, such as, 'How do you mean that?'; 'Tell me more about it'; or 'Anything else?' (Foddy 1994, p. 135). The Interview Guide helped to focus the interviews, but did not constrain or limit the responses of the participants. As a result, participants were able to share their perceptions frankly with the researcher. The questions also helped to control the interviews by providing some structure to facilitate consistency in understanding the participants' perceptions, allowing for a better comparison of the data. '[F]ull understanding and cooperation' of the participants were crucial in making the research meaningful (Lincoln & Guba 1985, p. 105), but at the same time the researcher had to be careful not to influence the interviewees in their responses (Fontana & Frey 2000).

Interview guides were prepared separately for the three groups of interview participants. These are included in Appendices 5A, 5B and 5C. The interview protocols included demographic questions about the three research participant groups. Since the study commenced originally to

explore private university business graduate employees' performance, interview protocols included questions that would identify the skills graduates learned at private universities and their later applicability at work. Managers were asked to identify their evaluation criteria and discuss whether business graduates fulfilled or fell short of them. Business faculty members were asked how they prepared their graduates and about their experiences teaching these students. Business graduates shared their experiences of studying at private universities and of work life at banks. Utilising theoretical sampling and constant comparison, the interview guides were subsequently refined and have been incorporated in Appendices 5D, 5E, 5F and 5G for reference.

4.5.2 The questionnaire

In the current study, questionnaires were used for the purpose of methodological triangulation. Questionnaire participants included the business graduate alumni of private universities. By using questionnaires, professional groups other than bankers were reached. Including multiple groups had the potential to make useful comparisons in the analysis (Fairbrother & Mathers 2004). The purpose of distributing the questionnaires to business graduate alumni was to find out whether there was consistency in the responses collected from the interviews with the business graduates in banks. Open ended questions were used in the questionnaire because participants were able to give detailed answers clarifying their responses. Moreover, there was a likelihood of discovering unanticipated findings by using open ended questions (Neuman & Kreugar 2003).

Open ended questions were used in designing the questionnaire as they produce rich data (O'Leary 2004). In preparing the questionnaire, some guidelines from the literature related to the preparation of questionnaires were taken into account. For example, while framing each question, it was kept in mind why a particular question was being asked (Foddy 1994). Asking any offensive questions was avoided (Denscombe 2007; O'Leary 2004). For example, asking for the alumni's cumulative grade point average (CGPA) could have provided meaningful direction towards their perception of private universities and their experiences at work places. However, the participants might have thought that by asking their CGPA, the researcher would judge their performances as students and employees.

Simple and understandable words were chosen for the questionnaire. Vague words such as 'usually', 'often' or 'regularly' were avoided (Foddy 1994, p. 43). Evaluative words such as 'good' or 'like' were used as descriptors in some questions, although there was some risk of generating non-comparable responses (Foddy 1994, p. 43). For example, 'how do you define a

good private university?' allowed the respondent to provide their own interpretation of what constituted 'good'. Reduced grammatical complexities were another important criterion for setting questions in the questionnaire, and each question concentrated on a single issue (Foddy 1994; O'Leary 2004). The use of negative words was also minimised in order to avoid confusion (Foddy 1994; O'Leary 2004).

The questionnaire was divided into three parts. Part A included demographic questions. Part B focused on participants' first and later (if applicable) jobs. Questions included the number of times they had switched jobs and the reasons for switching. Part C consisted of questions on how the business degree was related to their work experiences. Reasons for studying at a private university, skills obtained at the private university, how the business degree helped in securing a job, suggestions to improve the quality of education were some of the topics that were included in the questionnaire (Appendix 4).

4.5.3 Theoretical sampling

Theoretical sampling is one of the two key concepts of grounded theory (Holton 2007; Suddaby 2006). Glaser and Strauss (1967) defined theoretical sampling as:

> *the process of data collection for generating theory whereby the analyst jointly collects, codes, and analyses his [sic] data and decides what data to collect next and where to find them, in order to develop his [sic] theory as it emerges.* (p.45)

When applying grounded theory, theoretical sampling assists in the collection of rich data, selection of sample, analysis and the formation of categories and their properties (Charmaz 2006). Because of its 'emergent' nature, theoretical sampling enables a researcher to tentatively formulate categories, identify gaps and possible relationships among them (Charmaz 2006; Morse 2007). The current study being an exploratory one fits well with theoretical sampling (Neuman & Kreuger 2003). As grounded theory relies on theoretical sampling, interviewing participants from different contexts (university, bank) allowed for the exploration of multiple dimensions (Starks & Trinidad 2007).

Theoretical sampling facilitated the construction of 'full and robust' (Charmaz 2006, p. 103) categories. In order to make the best use of theoretical sampling for the study, the researcher went back to the participants when additional information was required during data collection and analysis (Charmaz 2006). New participants were not sought for two reasons. Firstly, finding new participants in the participating institutions would have involved going through the Human Resource Department. Research details would have had to be provided again and additional time

would have been required for interested participants to contact the researcher. As this was PhD research, time was limited and the researcher could not afford to wait longer. Secondly, due to these time constraints, the researcher did not pursue any other institutions in industries similar to banks or private universities.

Utilising theoretical sampling, data collection was continued through developing using categories by refining interview questions (Charmaz 2006). Glaser & Strauss (1967) note that the purpose of theoretical sampling is twofold – 'discard categories and their properties', and 'suggest the interrelationships into a theory' (p. 62). By applying theoretical sampling those individuals and groups of individuals who displayed through their answers to questions the greatest potential to generate as many properties of the categories as possible and reveal a relationship among the categories were re-interviewed (Glaser & Strauss 1967). By employing theoretical sampling, hunches about categories and possible relationships between them could be checked (Charmaz 2006).

The researcher was able to return to the field with more focussed questions about Generation Y and what factors might have contributed to their profile (Charmaz 2006). Through the use of theoretical sampling, the 'meaning' of categories (Charmaz 2006, p. 108) that were reflected by properties was developed. For example, the relationship between the social background of graduates and organisational commitment was addressed. Also, 'gaps among categories' (Charmaz 2006, p. 108) were reduced which clarified the relationships between categories, bringing the researcher closer to an aggregate theory. A line of enquiry was carried out until a category appeared to contain properties that did not require further explanation. Exploration of a particular aspect was ceased when no new perspectives or properties of a category emerged. Properties were carefully subsumed in a category instead of making similar categories (Charmaz 2006). If theoretical sampling had not been applied, the Generation Y profile would not have emerged as the core category in the study, because it was not until the later stages of data collection and analysis that Generation Y appeared as the central theme of the analysis.

4.5.4 Memoing

Memos are an integral part of grounded theory (Charmaz 2006; Glaser & Strauss 1967; Glaser & Holton 2004). They are considered to be the 'methodological link' and the process through which data is transformed into a theory (Lempert 2007, p. 245). Grounded theory research relies on rigorous memoing because of simultaneous data collection and analysis. Glaser (2007) observed

that memos are necessary to capture an idea in the most natural way before it is lost. They are notes taken by the researcher at any given time to document ideas, thoughts, connections, comparisons, patterns and directions as they arise during the research (Charmaz 2006). According to Holton (2007), '[m]emos are theoretical notes about the data and the conceptual connections between categories' (p. 281). Memo writing helps by advancing data to a conceptual level, identifying properties of categories, finding relationships among categories and finally integrating connections into a theory (Glaser & Holton 2004; Holton 2007).

Memos of the interpretations of codes and categories that were emerging were written. Also, notes of the researcher's hunches and questions that arose and needed to be integrated in the next level of interviewing were also kept (Charmaz 2006; Lempert 2007). Memo writing was like a 'private conversation[s]' between the researcher and the collected data (Lempert 2007, p. 251). The memos were a good source of theoretical sampling as the types of questions that needed to be explored to clarify emerging categories and their properties or to address gaps among categories were identified through memos (Glaser & Holton 2004). At times, there was difficulty in finding coherence among the memos (Lempert 2007), but persistence was crucial in developing memos methodically as the study progressed (Holton 2007).

4.6 Rigour

Ensuring rigour in research is fundamental to establishing its significance and value (Morse et al. 2002). Qualitative research entails different approaches to assessing the quality of research than quantitative research (Hammersley 1992; Lincoln & Guba 1985; Newman & Benz 1998). In their seminal work in the 1980s, Lincoln and Guba replace reliability and validity with the equivalent concept of 'trustworthiness' comprising four features namely, credibility, transferability, confirmability and dependability (Lincoln & Guba 1985). Moreover, a proponent of constructivist grounded theory, Charmaz (2006), argues that there are four characteristics that ensure the quality of research based on grounded theory. These are credibility, originality, resonance and usefulness.

Morse and colleagues (Morse et al. 2002) suggest the use of verification strategies during the research process as opposed to 'post hoc' (evaluative) procedures to ensure rigour. They argue that because qualitative research is 'iterative rather than linear' (p. 10), the researcher needs to continuously modify research design and implementation. According to them, the researcher needs to be responsive, conducting ongoing analysis of the data in order to foster theoretical

sampling and subsequent data saturation. Moreover, the researcher needs to be theoretically sensitive and analytically sound to reach optimum rigour (Morse et al. 2002).

In the current study, theoretical sampling was utilised during data collection. Constant comparison of data enabled exhaustive coding and category selection, subsequently reaching *saturation* of data (Glaser & Strauss 1967). A theory has been developed which is informed, logical and consistent with the data (Glaser 1978; Morse 1997). In addition to theoretical sampling and constant comparison, the following discussion demonstrates how the quality of the current research was confirmed.

4.6.1 Credibility

Credibility refers to the extent of accuracy of the studied phenomenon resulting from the collected data (Lincoln & Guba 1985). It can be achieved through 'intimate familiarity with the setting and topic' (Charmaz 2006, p.182; Lincoln & Guba 1985). In the current study, interviews were conducted over a one and a half year period. The time span reinforced the understanding of the research context and encouraged a rapport with the participants. Furthermore, 'enough evidence' (Charmaz 2006, p. 182) has been provided to support the theory and claims, as is clear from the Discussion chapter. Negative cases and perceptions were pointed out, which further enhances credibility (Lincoln & Guba 1985; Silverman 2006). As suggested by Strauss and Corbin (1998a), negative cases assist in understanding the theory with variations that strengthen a grounded theory model. Lastly, to foster credibility (Creswell & Clark 2011; Krefting, 1991), triangulation was carried out in the current research.

Triangulation is defined as viewing things from more than one perspective (Neuman & Kreuger 2003; Silverman 2006). Triangulation in research enhances rigor, breadth, richness, complexity and depth of a theoretical concept by employing multiple methodological applications, empirical information, different perspectives and observations in a single study (Denzin & Lincoln 2000).

Their explanation suggests that triangulation can be used to secure an in-depth understanding of the questions raised in the current study. The use of triangulation in this study also revealed diverse dimensions and coverage of multiple aspects of the topic being studied. The use of more than one source of information and data in the study allowed a more complete picture of the participants and their perceptions to emerge (Neuendorf 2004). There are four basic types of triangulation: data, investigator, theory, and methodological (Denzin & Lincoln 2000). In the current study, methodological and data triangulations were utilised.

In order to achieve methodological triangulation, two methods, namely interviews and questionnaires, were used to gather data (Denzin & Lincoln 2000). The purpose of triangulation was to deepen and enhance the understanding of perspectives (Barusch, Gringeri & George 2011). Methodological triangulation is common in grounded theory. For example, Fetherston and Kelly (2007) triangulated data from five different sources to generate a theory on learning in higher education in the UK. In a study conducted in the German automotive industry, Binder and Edwards (2010) used self-administered questionnaires, semi-structured interviews and focus groups to triangulate data.

Data triangulation means using of a variety of data sources to examine events, questions, and phenomena under investigation (Denzin & Lincoln 2000). Views of bank managers, business academics, and business graduates were collected which enabled data triangulation. Using triangulation therefore brought increased understanding or 'completeness' to the study (Morse 2001) and gave an opportunity to gather richer data, and develop a comprehensive understanding (Johnson & Waterfield 2004). Thus, triangulation added 'rigour, breadth, complexity, richness and depth' (Denzin & Lincoln 2000, p. 5) to the study.

4.6.2 Transferability

A detailed description of the research context has been provided in Chapter 2 which may help others decide if the study findings are transferable to other unique contexts (Guba 1981; Lincoln & Guba 1985). As suggested by Brown and colleagues (Brown et al. 2002), collecting perspectives of diverse participant groups contributes to transferability of the study. Business academics from two private universities, bank managers and business graduates from three commercial banks in the current study represented individuals from diverse positions and social backgrounds to enhance transferability.

4.6.3 Dependability

Dependability as defined by Lincoln and Guba (1985) 'seeks means for taking into account both factors of instability and factors of phenomenal or design induced changes' (p. 299). It refers to the degree of change in data over time and modifications in the analysis process by the researchers. In the current study, data collection was conducted over a one and half year period. During this time, as constant comparison and theoretical sampling were utilised, new insights were generated (Lincoln and Guba 1985). Follow up questions refined by theoretical sampling and used during re-interviews of some participants were instrumental in formulating the theory of the thesis.

4.6.4 Confirmability

Confirmability ensures that the interpretations of the findings are clearly derived from the data as opposed to a researcher's imaginations (Brown et al. 2002; Tobin & Begley 2004). However, existing literature suggests that confirmability may be challenging (Clissett 2008; Tobin & Begley 2004). In the current study, confirmability was achieved by the reconstructed interview discussions, research notes, analysis of codes and categories. Guba and Lincoln (1989) support the need of a 'thick description' of the time, place context and culture of the studied phenomenon, which have been sought during this research and provided in this thesis.

4.6.5 Originality

The current study is significant as it is the first of its kind in the South Asian context. It adds value to the literature as there is a serious dearth of research in the non-Western context with regards to Generation Y. Undoubtedly, business academics, university administrators and employers in the banking sector in Bangladesh will have the opportunity to think and behave with a more refined awareness of the expectations and characteristics of the current generation (Y) that is entering the job market. So, the current study has the potential to fill the gap about understanding Generation Y from two perspectives (employers and academics) which has implications for employers and education providers. The work is original as it has not been done before.

4.6.6 Resonance

Usually resonance is achieved through building categories that explain the 'studied experience', describing 'liminal and unstable taken-for-granted meanings' and drawing linkages between institutions and individuals when data indicate (Charmaz 2006, p. 182). Resonance was attained through an in-depth categorisation based on codes. Moreover, as a cultural insider (Gair 2011; Morris et al. 1999), deeper understanding of various issues and meanings was attained and explained accordingly. Furthermore, identification of private universities' role in influencing the Generation Y profile represents a broader linkage between institutions and individuals.

4.6.7 Usefulness

The analysis and the resultant theory have the potential for ample usage in the banking sector in Bangladesh. This is because Generation Y employees are increasingly represented in banks. So, knowing Generation Y's profile as perceived by bank managers could assist employers to appreciate their own stance and the degree of harmony between their interpretation of Generation

Y and the generational cohort's interpretation of themselves. It could be that employers might benefit from modifying work environment policies as suggested in Chapter 6 in the light of results from this study. Furthermore, the study illuminates the causal processes that influence generational change and cultural change.

SECTION II

Section II describes the data analysis process for this study, beginning with an examination of the idea of constant comparison, which is at the core of grounded theory.

4.7 Constant comparison

Constant comparison, a core feature of grounded theory, has been defined as (Charmaz 2006):

> *a method of analysis that generates successively more abstract concepts and theories through inductive processes of comparing data with data ,data with category, category with category, and category with concept. Comparisons then constitute each stage of analytic development.* (p. 187)

It is regarded as one of the foundations of grounded theory (Holton 2007; Suddaby 2006). When researchers experience 'data overwhelm', constant comparison acts as a mediator (Glaser 2003, p. 24). The method ensures the continuous support of the data toward emerging categories (Holton 2007; Kelle 2007). It also helps to define the properties of categories (Holton 2007).

In each stage of data analysis the constant comparison method was used. It was inductive in nature as analytic codes and categories were constructed from the data (Charmaz 2006; Punch 2005). The main purpose of an inductive approach, as Thomas (2006) has noted, is to allow research findings to emerge from 'frequent, dominant or significant themes inherent in raw data without the restraints imposed by structured methodologies' (p. 238). Constant comparison was applied from the beginning of coding until the end. Responses to the questions were compared to one another to find similarities and dissimilarities (Charmaz 2006; Holton 2007).

Each interview and questionnaire was compared in order to develop properties and move towards theory generation. All data, codes, categories and subcategories were compared between individuals, professional groups, sites and data sources. This persisted until informational and theoretical saturation of all categories was obtained, meaning that all feasible possibilities had been pursued. Use of constant comparison enabled category saturation and thus 'redundant data'

for that particular category (Holton 2007, p. 278) was ceased to be collected. Comparison enabled the establishment of 'the best fit between potential concepts' (Holton 2007, p. 278) in order to reach integration in the form of a theory (Glaser & Holton 2004). The cycle of alteration between data collection and analysis continued until no new theoretical elements emerged, but rather, confirmed findings. This is how theoretical saturation was achieved, at which point no new properties, dimensions or relationships emerged during the analysis (Duchscher & Morgan 2004; Glaser 2001; Punch 2005; Sarantakos 1999; Strauss & Corbin 1998a).

The thorough step-by-step coding process constructed around constant comparison is discussed in detail below.

4.8 Analysis of data

Data analysis began with coding the data from the interviews and questionnaires. According to Charmaz (2006):

> *Coding means naming segments of data with a short name that simultaneously summarizes and accounts for each piece of data.* (p. 43)

The codes are the basis of a relationship between the data and the participants (Star 2007). In grounded theory, coding is the indispensable link between data and theory (Charmaz 2006). A constructivist grounded theory data analysis method was implemented in the current study. Data were coded in three steps. Firstly, data were open coded, followed by focussed coding, and ending with theoretical coding (Charmaz 2006). In terms of grounded theory, these three types of coding fall into two categories: substantive codes and theoretical codes.

4.8.1 Substantive codes

'Substantive codes conceptualize the empirical substance of the area of research' (Glaser 1978, p. 55). Open coding and focused coding are substantive codes. In the study, the initial phase involved naming each work, line or segment of data which was followed by a focussed or selective phase that used 'the most significant or frequent initial codes to sort, synthesize, integrate and organize large amounts of data' (Charmaz 2006, p.46).

OPEN CODING (QUESTIONNAIRE AND INTERVIEW).

Glaser (1978) has offered the following view of open coding:

> *The goal of the analysis is to generate an emergent set of categories and their properties which fit, work and are relevant for integrating into a theory. To achieve*

> *this goal, the analysis begins with open coding, which is coding the data in every way possible.* (p. 56)

In the study, data generated from the questionnaires and interviews were open coded manually. Each questionnaire was given a number, for example 01, 02, 03 …. Response to each questionnaire was open coded separately. For example, question number 7 in the questionnaire was, *Why did you choose a private university?* Answers to that question included open codes, for example:

no session jam
no politics
on time graduation
credit transfer facility
affiliation with foreign universities

Because of the design of the questions, answers were not large descriptions; rather most of the answers came in point form. For example, question number 18 in the questionnaire was, *In your opinion, what criteria are used to evaluate your work performance?* Answers to this questions included skills, for example:

team work
work under pressure
professionalism
communication skill

One hundred and eleven questionnaires ($n = 111$) were open coded, remaining as faithful to the data as possible as opposed to 'applying pre-existing categories to the data' (Charmaz 2006, p. 47). *Microsoft Word* tables were created for coding purposes. Question numbers were placed at the top of each table column and the participants' numbers were placed at the beginnings of the rows. As there were 18 questions in the questionnaire, three separate tables in three *Word* files were created because it was not possible to have 18 columns in single table in a reader-friendly way. Questions numbers 1 to 8 were recorded in Response Table Open Coding 1. Questions number 9 to 15(a) were recorded in Response Table Open Coding 2, and questions 15(b) to 18 were recorded in Response Table Open Coding 3. Every code was given a dot point. A partial example of this table is shown as Table 4.7.

Table 4.7 Open coding of questionnaire (Question # 15(b) – 18)

Res	Q15 b	Q15 c	Q16 a	Q16 b	Q16 c	Q 17 a	Q 17 b	18
R 25	❖ good	❖ good	❖ not worth spending money/no change	❖ indifferent between public and private university	❖ some private universities are recognized	❖ creativity	❖ performance	❖ performance
R 26	❖ negative	❖ graduates from a few private universities are good	❖ no change	❖ changed (from negative towards positive)	❖ no change	❖ analytical skill ❖ communication skill	❖ leadership ❖ communication skill ❖ interpersonal ❖ analytical skill	❖ functional skill ❖ dedication ❖ communication skill ❖ leadership skill
R 27	❖ smart ❖ energetic ❖ competent ❖ professional	❖ mixed ❖ competent and skilled ❖ some perceive rich students go to private universities	❖ no change	❖ no change ❖ good performance	❖ changed towards positive through good performance	❖ communication skill ❖ IT skill ❖ presentation skill ❖ professionalism	❖ proactiveness ❖ walking the extra mile/contribution to the organisation ❖ see the big picture/strategic thinker	❖ proactiveness ❖ professionalism ❖ creativity ❖ perseverance ❖ 'do the right thing on right time'

While coding the questionnaires, simultaneously a table for each question was created. In that table, all the open codes associated with that question were recorded. The number of participants mentioning a particular code was also noted. For example, the open code *sincerity* was mentioned by participant number 1, 9, 32, 82, 92, 100 while answering question number 17(b). Another code *hard work* was mentioned by participant number 1, 3, 4, 9, 20, 22, 28, 30, 32, 62, 65, 67, 70, 88, 96, 100, 101 while answering the same question. In this way a picture of which codes became prominent in relation to particular questions emerged. An example of such a table is shown in Table 4.8.

Table 4.8 Business alumni's perception towards needed skills for promotion (Questionnaire-17-b)

Serial	Criteria	Response codes	M	F	Total
B1701	sincerity	1, 9, 32, 82, 92, 100	3	3	6
B1702	hard work	1, 3, 4, 9, 20, 22, 28, 30, 32, 62, 65, 67, 70, 88, 96, 100, 101	9	8	17
B1703	soft skill	1, 97	1	1	2
B1704	good link/network	2, 10, 28, 29, 31, 32, 34, 43, 76, 88, 109	3	8	11
B1705	performance	2,5,6,19,25,29,38,39,49,54 ,55,57,67,68,71,73,75,79,8 1,89,91,106,110	3	20	23
B1706	decision making	03, 34, 83, 104	4	0	4
B1707	problem solving	3	1	0	1
B1708	presentation	3, 23, 34, 62, 66, 78, 79	7	0	7
B1709	personality	3	1	0	1
B1710	work efficiency	4, 21, 37, 45	1	3	4
B1711	loyalty	4,70	0	2	2
B1712	team work	4, 48, 50, 66	3	1	4
B1713	meet deadline	4, 47	1	1	2
B1714	adaptability	5, 37, 57	2	1	3
B1715	leadership	5, 6, 7, 26, 47, 48, 56, 71, 78, 91	9	1	10
B1716	organizing	5	1	0	1
B1717	interpersonal skill	6, 18, 26, 54, 55, 78, 101	6	1	7
B1718	managerial	6, 40	2	0	2
B1719	creative/innovative	7, 33, 50, 92, 96, 98, 108	6	1	7
B1720	target achievement	8, 32, 51, 52, 53, 54	3	3	6

Serial	Criteria	Response codes	M	F	Total
B1721	devotion	9, 12, 33, 36	2	2	4
B1722	aspiration	9	0	1	1
B1723	communication skill	10, 19, 22, 26, 28, 29, 33, 40, 57, 58, 71, 79, 84, 93	14	0	14
B1724	IT skill	10	1	0	1
B1725	problem solving/situation handling	10, 47, 71, 78	4	0	4
B1726	proactive	11, 27, 34, 103	4	0	4
B1727	confident	11	1	0	1
B1728	reliable	11	1	0	1
B1729	making myself needed	11	1	0	1
B1730	experience	12, 16, 69, 73, 74, 82, 85, 90, 105	6	3	9
B1731	reputation	12	1	0	1
B1732	educational background	12	1	0	1
B1733	contribution to the organisation/work/bring noticeable changes/show interest on difficult task	12, 27, 31, 40, 96, 105, 106	6	1	7
B1734	subject knowledge	33, 75	2	0	2
B1735	capability to work as per job description	14	1	0	1
B1736	depends on the managers/oiling technique/relationship with management	13,17, 21, 24, 61, 76, 82, 85, 86, 87, 88, 89, 93, 95, 106, 111,	10	6	16
B1737	knowledgeable	12, 18	2	0	2
B1738	good attitude/behaviour	19, 100	2	0	2
B1739	determination	20	1	0	1
B1740	time management	20, 48, 49	3	0	3
B1741	passion	20, 45, 92	3	0	3
B1742	integrity	21	0	1	1
B1743	honesty	21, 70	0	2	2
B1744	analytical	26, 34, 40, 48, 83	4	1	5
B1745	extrovert	28, 76, 91	2	1	3
B1746	smartness	28	1	0	1
B1747	aggressive	33	1	0	1
B1748	higher/professional degree	35, 41	2	0	2
B1749	accountability to work	36	0	1	1
B1750	work quality	18, 38, 65, 72,102, 107	5	1	6
B1751	work under pressure	38	1	0	1

Serial	Criteria	Response codes	M	F	Total
B1752	depth of knowledge	42	1	0	1
B1753	writing skill/written communication	42	1	0	1
B1754	dedication to work	45, 62, 84	2	1	3
B1755	negotiation	48	1	0	1
B1756	project management	48	1	0	1
B1757	self-marketing	49, 33	2	0	2
B1758	good relationship with the co-workers	55, 67	2	0	2
B1759	prompt	56	1	0	1
B1760	disciplined	56	1	0	1
B1761	quick learner	58	1	0	1
B1762	professionalism	58	1	0	1
B1763	self-development/evaluation	49, 59, 60, 104	4	0	4
B1764	job/task/work knowledge	36, 60, 66, 104	4	0	4
B1765	understanding	61, 62	2	0	2
B1766	punctuality	66	1	0	1
B1767	job commitment	66	1	0	1
B1768	optimistic/positive attitude	70, 74	0	2	2
B1769	responsible	70	1	0	1
B1770	co-ordination	71	1	0	1
B1771	perfectionist	80	0	1	1
B1772	professional/'strategic thinker'	23, 27, 80, 104	3	1	4
B1773	handling office politics	13, 89	2	0	2
B1774	depends on the organisation criteria	94,104	2	0	2
B1775	dynamic	103	1	0	1
B1776	luck?/opportunity	102, 107	0	2	2
B1777	task completion/execution	34, 99	2	0	2
B1778	knowledge sharing/reciprocal learning	49	1	0	1
B1779	creating standard	83	0	1	1
B1780	helping attitude	100	1	0	1

Table 4.8 presents open coding of question number 17(b) of the questionnaire. The first column shows the code serial number. As there were two parts to question number 17, the letter B was used to represent part two of the question, followed by the number of the question, then the number denoting the number of the code for the particular question, which was from 01 to 80, indicating that there were 80 open codes recorded for this question. The table also includes the total number of participants mentioning particular codes. The gender of the participants was also noted.

While coding, some *in vivo* codes were used, which have been defined by Corbin and Strauss (2008) as 'concepts using the actual words of research participants rather than being named by the analyst' (p. 65). For example, the code *session jam* is a term which is used very commonly in Bangladesh to explain the situation in a public university where students cannot complete degrees within four years. The term was taken, therefore, directly from the participants for use in coding.

The interview data were open coded in a similar manner. There were three groups of interview participants, and each group was open coded separately. In addition, three separate tables of demographic information for the participants were prepared, along with a table recording the demographic information for the respondents to the questionnaire.

Table 4.9 illustrates examples of the open coding process. The first column represents data from which open codes were formulated.

Table 4.9 Example of open coding derived from the data

Examples of data ●·····▶	*Open code*
They are exposed to North American education system.	*North American education system*
Many new employees quit the bank and join some other banks soon after joining.	*(low) job commitment*
Their communication skill is better and they have better IT skill.	*communication skill* *IT skill*
Private university graduates are much smarter.	*smart*
They are good team players.	*teamwork*
Private university students are 'job hoppers'. They change jobs very frequently. Because most of the private university students are from well off families.	*(low) job commitment* *family background* *'job hoppers'*
Private university graduates are 'spoon fed'.	*spoon feeding*
Private university business graduates capitalise on family network. I am using this network in a positive manner. Due to decent family background, their exposure is high. By exposure I mean their social upbringing, acquaintances in the society, exposure to foreign countries, etc. This exposure makes the graduates confident.	*confident* *international exposure* *family network* *family background*

While coding, some guides for coding suggested by Charmaz (2006, p. 49) were followed; for example, remaining 'open' to the data; staying 'close to the data'; keeping codes 'simple and precise'; constructing 'short codes'; and comparing 'data with data'. The suggestions resulted in simple codes using few words, such as *lack of vision*, *job commitment* or *ambitious*. Glaser (1978) suggests three questions should be kept in mind during coding. These are:

a. What is the data a study of?

b. What categories does this incident indicate?

c. What is actually happening in the data? (p. 59)

The three questions helped the researcher to remain sensitive and alert during the stages of data collection, analysis and coding (Glaser 1978). The first question facilitated emergence and served to demonstrate any disconnect between the goal of the research and what was important to the participants. This allowed the exploration of the topic to be refined (Glaser 1992). Whereas the study had begun with the broad purpose of exploring private university business graduates' perceived performance in the banking sector in Bangladesh, gradually a theory that explicates how Generation Y has been profiled was developed.

The second question assisted in formulating categories and properties later on (Glaser 1978), while the third question was helpful in formulating theoretical codes by trying to find a pattern or relationship in the data. This question prompted the conclusion that all the pieces of data were pointing towards a profile of Generation Y. In addition to these guiding questions, the point of view of the participant was constantly kept in mind (Charmaz 2006). As there were three groups of participants – business graduates, bank managers and business academics – similarities and dissimilarities of their perceptions were continually compared.

One of the great attractions of grounded theory coding is that it enables researchers to get actively involved in the process (Charmaz 2006), to be reflective, to ponder data and refine theories. 'Unexpected ideas emerge' during the coding process (Charmaz 2006, p. 59). Ending up with a Generation Y profile was not initially what the current study was thought to be about.

A large number of open codes were generated. An open mind was maintained during the initial phase of coding with the hope of obtaining ideas from every possible angle (Charmaz 2006; Glaser 1978). Table 4.10 shows the number of open codes generated initially from questionnaires and interviews.

Table 4.10 Number of open codings

Types of Participants	Number of Participants	Number of Open codes
Questionnaire participants	111	410
Interview participants (Bank Managers)	22	174
Interview participants (Business Graduates)	23	212
Interview participants (Business Academics)	25	125
Total:		921

Initial coding yielded 921 open codes, which was initially quite daunting. Grounded theorists have cautioned researchers regarding the number of codes that can potentially be generated (Holton 2007). One of the reasons for so many open codes could be because no possible information that might be useful in forming categories was left out. And there were repetitions of codes among the participant groups.

The notion of considering all possible information in the open coding phase has been suggested by Charmaz (2006) and Glaser (1978), although it is quite a time consuming process. However, compiling systematic tables of codes for each question helped locate repeated codes among the participants, which could be combined into a single open code for further analysis. For example, *outspoken, straightforward, upfront* and *open* were ultimately represented by the single code *outspoken*.

Open codes that did not add value to the category building were eliminated. *Project management, self-marketing, lucky,* and *perfectionist* are some of the examples of many open codes that were later discarded.

FOCUSSED CODING

Focussed coding is the second stage of coding. Because of the large number of open codes, focussed coding was quite time consuming. According to Charmaz (2008):

> *Focused coding means using the most significant and/or frequent earlier codes to sift through large amounts of data. Focused coding requires decisions about which initial codes make the most analytic sense to categorize your data incisively and completely.* (p. 57)

Focussed coding enables the building of a basis or foundation of analysis (Charmaz 2006). Focussed codes tend to be more 'directed, selective, and conceptual' than the original open codes (Charmaz 2006, p. 57; Glaser 1978). Open codes were collapsed under emerging focussed codes that seemed to explain large portions of the data. Twenty two focussed codes emerged, although not simultaneously. They appeared gradually through the use of constant comparison.

Focussed codes were generated by aggregating the open codes which either belonged to or represented a broad theme. For example, the open codes from which the first focussed code *family background* was derived, pointed to the influences of Generation Yers' families in their profile elements. In Chapter 5, profile element and rationales offered by the interview participants are used to provide a picture of the ideas that resulted in focussed codes. Table 4.11 shows 13 focussed codes that were used in formulating the theory. Nine focussed codes are not shown as they were discarded before further analysis was begun.

Table 4.11 Example of focussed coding derived from open coding

Open codes ●·····▶	*Focussed codes*
high market connection/network career focus ambitious attitude 'spoon fed' mentality impatient values international exposure organisation loyalty struggle in life confidence	*family background*
credit transfer facility BBA as prerequisite for jobs availability of computer / internet better job opportunity global standard of education adaptability /handling different environment and clients	*North American education system*
Generation Y more exposed to Western world / Americanised 'culture shift' Generation Y more fashion conscious (impact of media) Western influence on Generation Y Generation Y compares them with men and women from Western world countries Generation Y try to accomplish many things like Western world people	*media*
technical competency prefer inclusive style of management good in teamwork prefers two way communication want quick promotion lack organisation loyalty	*Generation Y characteristics*
more job insecurity more pessimistic more knowledge seeking more submissive/polite/docile loyal to organisations	*Generation X and Baby Boomer characteristics*
accommodative in nature in extended families in extended families sharing attitude in extended families Generation Y raised in more nuclear families (different attitude) learning from family (one should respect their seniors and parents)	*change of family structure*

Open codes ●·····▶	*Focussed codes*
introduction of corporate culture local banks following MNCs competition use of English language banks have corporate attitude just like the Western countries	*MNCs in Bangladesh*
changing values international exposure media impact on generation Y	*'culture shift'*
availability of technology internet media development availability of technical gadgets	*technological advancement*
international exposure competitive market job opportunities	*rise of household income*
privatisation of banking sector less job opportunities previously competitive banking industry	*more employment opportunities*
customer handling presentation skill networking professionalism interpersonal relationship non-verbal communication (smart, appearance, etiquette)	*communication skill*
more practical case studies corporate attachment guest lecturers industry visit liaison with corporate houses (easy recruitment and employee recruitments) arrange more seminars with corporate houses text book Bangladeshi edition Bangladesh related case studies brain storming session/role play	*suggestions to make BBA more practical*

Categories and properties. During focussed coding, categorising commenced which is the (Bryant & Charmaz 2007):

> *analytic step … of selecting certain codes as having overriding significance or abstracting common themes and patterns in several codes into an analytic concept. (p. 604)*

In the process of categorising, the analysis moves from a descriptive level to a more abstract level (Bryant & Charmaz 2007). A category 'is a conceptual element of the

theory' (Glaser & Strauss 1967, p. 36), whereas a property 'is a conceptual aspect or element of a category' (Glaser & Strauss 1967, p. 36). In grounded theory, it is assumed that categories will be constructed by analysing data using constant comparison and properties are the generated concepts about categories (Glaser 2002). Categories are emergent in nature (Kelle 2007) and they 'explicate ideas' (Charmaz 2006, p. 91). Common themes are incorporated under one category (Charmaz 2006).

In the current study, for example, the category *availability of private universities* was developed. The common themes that led to the development of this category were:

- Western curricula
- preparing graduates with IT skill
- orienting students with teamwork situations
- providing students exposure to teamwork
- familiarity with organisation culture through corporate speakers who came to the universities and sending students to organisations with the purpose of preparing term papers

Although categories with properties were being developed, it was noticed that the categories did not all relate to each other. Several categories needed further clarification that included defining properties. For example, *family background of graduates* appeared to be an important category. Participant viewpoints varied on the topic of the family background of Generation Y business graduates. Some participants claimed that private university business graduates who were born into upper class families were 'not loyal to the organisation'. They were also described as 'not hard working' and 'are less adaptable to people from different walks of lives'.

On the other hand, several participants identified similar properties but did not relate them with the *family background of graduates* category. Moreover, some other properties like, 'more exposure' and 'good network' were linked to the *family background of graduates*. In situations like this, further probing was considered necessary to clarify some categories.

Theoretical sampling, an indispensable component of grounded theory, was therefore used to clarify the properties of categories as well as 'illuminate' them (Charmaz 2006, p. 103). Several participants were interviewed for the second time with modified interview guides, and their comments were subsequently used to address gaps and refine properties and categories (Charmaz 2006). These interview guides are shown in Appendices 5-D, 5-E, 5-F and 5-G. Figure 4.1 illustrates how one particular issue was memoed and probed.

As the interviews progressed amongst bank managers, faculty members and Generation Y employees, data were compared throughout all the steps of the concurrent data collection and analysis to fully develop the evolving codes, categories and their properties (Charmaz 2006).

Memo (March, 2009)
Coding of bank managers' indicates that private university graduates are mostly from upper class families. This is of course the impression in Bangladesh society that only kids from 'well to do' families go to private universities as these institutions are expensive if compared with government universities. The question is, are these graduates from high socio economic families perceived to have particular characteristics (usually described negatively) by those who did not go to private universities or overseas?
Memo (May, 2009)
Job commitment seems to be an important issue among bank managers. If they (private university business graduates) have less commitment, it leads to being less concentrated in work or putting less effort to work. Performance is bound to have a negative effect and make graduates look for new work as the management would not be happy with the half-hearted input into work. According to some of the managers, graduates know that their strong family links with influential people in the society will enable them to get jobs. So, again family background seems to have an impact on work performance. Ask managers how candidates may obtain jobs because of family linkages.

Figure 4.1 Memos revealing thoughts about properties and categories during analysis

Data concerned with private university business graduates' performance started to appear as if business academic and bank manager participants were highlighting perceived characteristics of business graduates who belong to Generation Y age cohort category. For this reason, further exploration of the differences between the new generation business graduates (Generation Y) and other two older generational cohorts namely Baby Boomers and Generation X was initiated. Data was scrutinised for a higher level conceptualisation that would explain what all the categories were indicating (Glaser & Strauss 1967). Constant comparison of the data suggested that further exploration was needed on how bank managers and business academics perceived Generation Y with a focus on identifying factors that they perceived to shape those perceptions. In addition, Generation Y business graduates were asked about how they perceived themselves and what factors they perceived influences their profile.

The constructivist approach of grounded theory meant that the data analysis uncovered the perceptions of Generation Y held by the Baby Boomers and Generation X bank managers and business academics. In a later part of the data collection, bank managers' brief statements like 'in our days …'; 'we were never like them (Generation Y) when we started our career'; 'today's boys and girls are so smart but when I think back …', along with other small pieces of data suggested that deeper exploration was needed on generational cohorts.

The final concentration of exploration on generational cohorts, particularly focusing on Generation Y's profile characteristics was a reflection of Morse's (1995) statement that:

> *It is often the infrequent gem that puts other data into perspective,that becomes the central key to understanding the data and for developing the model. (p. 148)*

While discussing Generation Y's characteristics, implicitly, bank managers and business academics brought Generation X and Baby Boomers' characteristics into the discussion. Also, Generation Y graduates compared themselves with their managers or faculty members belonging to Generation X and Baby Boomers. There was a particularly strong attempt to find factors contributing to Generation Yers' particular

values, perspectives and lifestyles, which resulted in some fascinating discussions. Factors like *economic development'*, *independence (of the nation*), and *impact of globalisation* started to appear as major categories explaining Generation Y's profile. Earlier developed categories like *family background* were brought into the interview discussion for finalising its properties. Table 4.12 presents a list of categories and their properties that was developed for theory generation from the focussed codes.

Table 4.12 Categories and properties developed from focussed coding

Properties ●·····▶	***Categories***
availability of computer / internet better job opportunity IT skill communication Western curricula orientation with teamwork familiarity with organisation culture	*availability of private universities*
relationship with manager generation y employees are opinionated managers expect obedience from Generation Y employees. 'spoon fed' mentality (less willingness to learn, not inquisitive, not responsible in work life)	*Generation Y and leadership style*
Generation Y look for quick promotion Generation Y are ambitious Generation Y are high achievers impact of globalisation	*Generation Y and promotion*
Generation Y have good technological skills Generation Y were exposed to computers at home and at educational institutions Generation Y help Generation X and Baby Boomer managers to learn computer and software skills. Generation Y substitute books and newspapers with internet and cell phone	*Generation Y and technology*
less job loyalty / impatient / more job switch over ambitious/high expectation short sighted/ lack of vision not career focused (due to family background) high market connection	*Generation Y and organisation loyalty*
good at team work exposure to group activities at private universities work environment requires teamwork	*Generation Y and teamwork*

Properties ●·····▶	*Categories*
extrovert readiness to face interview confidence customer handling presentation skill interpersonal relationship professional behaviour manner	*Generation Y and communication pattern*
independent nation (since 1971. So all Generation Y born in an independent nation) technological advancement media (makes this generation more exposed to Western world) economic prosperity availability of higher educational institutions more competition (due to privatisation) more international exposure (many families have members living abroad or visiting abroad) change of family structure urbanisation	*events happening after 1980s*
lower financial background graduates have more responsibilities towards their family lower financial background graduates have job insecurity lower financial background graduates are more polite higher financial background students more vocal and confident in the classroom the financially stable people are carefree affluent class has more exposure less affluent students are shyer and are more submissive high market connection/network career focus ambitious attitude 'spoon fed' mentality impatient family values international exposure organisation loyalty struggle in life confidence	*families' financial and social status*

Properties ●·····▶	*Categories*
more loyal higher sense of belongingness to the organisation not thinking of job switching worked hard to impress boss more siblings as parents they are more protective had less job opportunity more job insecurity happy even with small achievements more pessimistic more knowledge seeking more submissive/polite/docile shy/ modest did not argue with teachers or elders or managers	*Generation X and Baby Boomer characteristics*
more competition (due to privatisation) more job opportunity in the market rise of household income	*economic prosperity of the country*
technological advancement more exposure via internet MNCS in Bangladesh availability of media	*globalisation*
increased travelling (due to rising income level) family members settling overseas introducing Western culture	*international exposure*
Generation Y comfortable with technology internet media development availability of technical gadgets Generation Y accessed computer and internet earlier than Generation X and Baby Boomer	*technological advancement*
more exposed to Western world 'culture shift' Generation Y more fashion conscious Generation Y more Americanised Western influence on Generation Y exposed to Western life style Generation Y compares them with men and women from Western world countries Generation Y try to accomplish many things like Western world people	*media*

Charmaz (2006) suggests that codes eventually become categories. A true and relevant reflection of this notion was noticed in the naming of some of the categories. This was possible because of the explanatory power of the theme of the focussed codes. Therefore, some of the categories were named after the focussed codes.

4.8.2 Theoretical coding

'Theoretical codes conceptualize how the substantive codes may relate to each other as hypotheses to be integrated into the theory' (Glaser 1978, p. 55). Possible relationships between categories are identified through theoretical coding (Charmaz 2006).

Theoretical codes enable conceptualisation of the focussed codes by finding possible relationships to formulate a theory (Charmaz 2006; Glaser 1978). Theoretical codes are emergent in nature like the focussed codes and have the potential to 'add precision and clarity' to the analysis (Charmaz 2006, p. 63; Hernandez 2009, p. 52). According to Glaser (1978), theoretical codes enable the researcher to 'weave the fractured story back together' (p. 72). Being integrative in nature, theoretical codes facilitate coherent analysis which not only finds relationships among focussed codes, but also assists towards theoretical direction (Charmaz 2006). Through memos and the coding process, five theoretical codes were generated:

1 Generation Y profile

2 changes in Bangladesh's social and economic scenario

3 financial and social backgrounds of families

4 independence of the nation

5 globalisation.

The theoretical codes had the 'analytic edge' (Charmaz 2006, p. 63) to explain what was happening with all the data.

The central or core theoretical category in the study emerged as *Generation Y profile* as it related 'meaningfully' to all the categories and their properties (Glaser 1978, p. 95; Holton 2007, p. 280). Collection of data was ceased when the categories were 'saturated' and collecting further data did not generate any new 'theoretical insights' or any new properties of the core theoretical categories (Bryant & Charmaz 2007, p. 611; Charmaz 2006, p. 113).

The broad area of the research was to explore how business graduates from private universities were perceived by employers and business academics. Gradually, utilising theoretical sampling and constant comparison, the broad research area was narrowed down to being concerned with the Generation Y profile and how it has been influenced by several factors. These factors cast light on generational and cultural changes that had taken place in the research context. Interviews were ceased when enough data were gathered to generate a convincing theory (Glaser 2001; Morse 1995). Table 4.13 presents five theoretical codes that subsumed the categories.

Table: 4.13 Theoretical codes and their categories

Categories ●·····▶	***Theoretical code***
technology competency preferred management style organisation loyalty teamwork aptitude promotion expectations communication patterns	*Generation Y profile*
technological advancement impact of media 'culture shift' MNCs in Bangladesh international exposure	*globalisation*
economic development change of family structure availability of private universities rise of household income more employment opportunities international exposure	*change in Bangladesh's social and economic status*
independent nation	*independence of the nation*
responsibilities towards their family job insecurity manner exposure pessimistic vs. optimistic market connections career focus ambitious attitude confidence	*the financial and social status of the family*

The above presented theoretical codes, focussed codes, categories and properties are discussed in the form of a theory in the next chapter while discussing the results and corresponding discussions.

4.9 Conclusion

This chapter discussed the research design adopted in the current study. The chapter also included sampling procedures and the demographic information of the research participants. A detailed description of data collection methods has been incorporated. The chapter also contained ethical considerations and procedures that were followed to ensure rigour in the study. The chapter concludes by explaining the process of data analysis that was followed in the study. The next chapter submits and discusses the findings of this research and reveals the theory as an outcome of analysis.

CHAPTER 5

Discussion of findings

The chapter begins with a brief summary of the findings. A detailed description of the theory is supported by the analysis of data. Included are insights into the profile of Generation Y that emerged from the data analysis compared with the profile from existing Western-oriented literature. The chapter reports on the consolidated findings of questionnaires and interviews conducted with Generation Y business graduates, Generation X and Baby Boomer bank managers and Generation X and Baby Boomer business academics in Bangladesh. Due to the consistency of the findings across all data collection points, a holistic analysis of both interviews and questionnaire findings have been compiled as part of the process of presenting a theory.

Throughout the discussion, two types of quotations have been included. Copious notes were taken during the interview sessions and subsequently these notes were reconstructed. By the end of the study, the interview notes included some 'in-vivo' quotes and accurate summaries of respondents' comments about particular issues. In this chapter, the in-vivo quotes are in quotation marks and the closely reconstructed comments are in italics and indented. Restructured comments also included some in-vivo quotes in quotation marks. In order to maintain anonymity, pseudonyms were used for organisations and individuals.

There are two main sections to the discussion of the findings. In the first section (5.1), a Generation Y profile comprising six characteristics is presented based upon the perspectives of the Generation Y business graduates, bank managers and business academics. In this section, the Generation Y profile that emerged in the Bangladeshi context is compared with that from Western literature and research wherever possible.

The second section of the chapter theorises about the four main factors that are perceived to have influenced aspects of the Bangladeshi generational profile. While discussing the four factors, supporting literature has been incorporated for analytical purposes. Figure 5.1 represents the outline of the theory that has been developed. The content in Section II is a framework that slots the data into a pictorial representation and provides structure for the subsequent discussion.

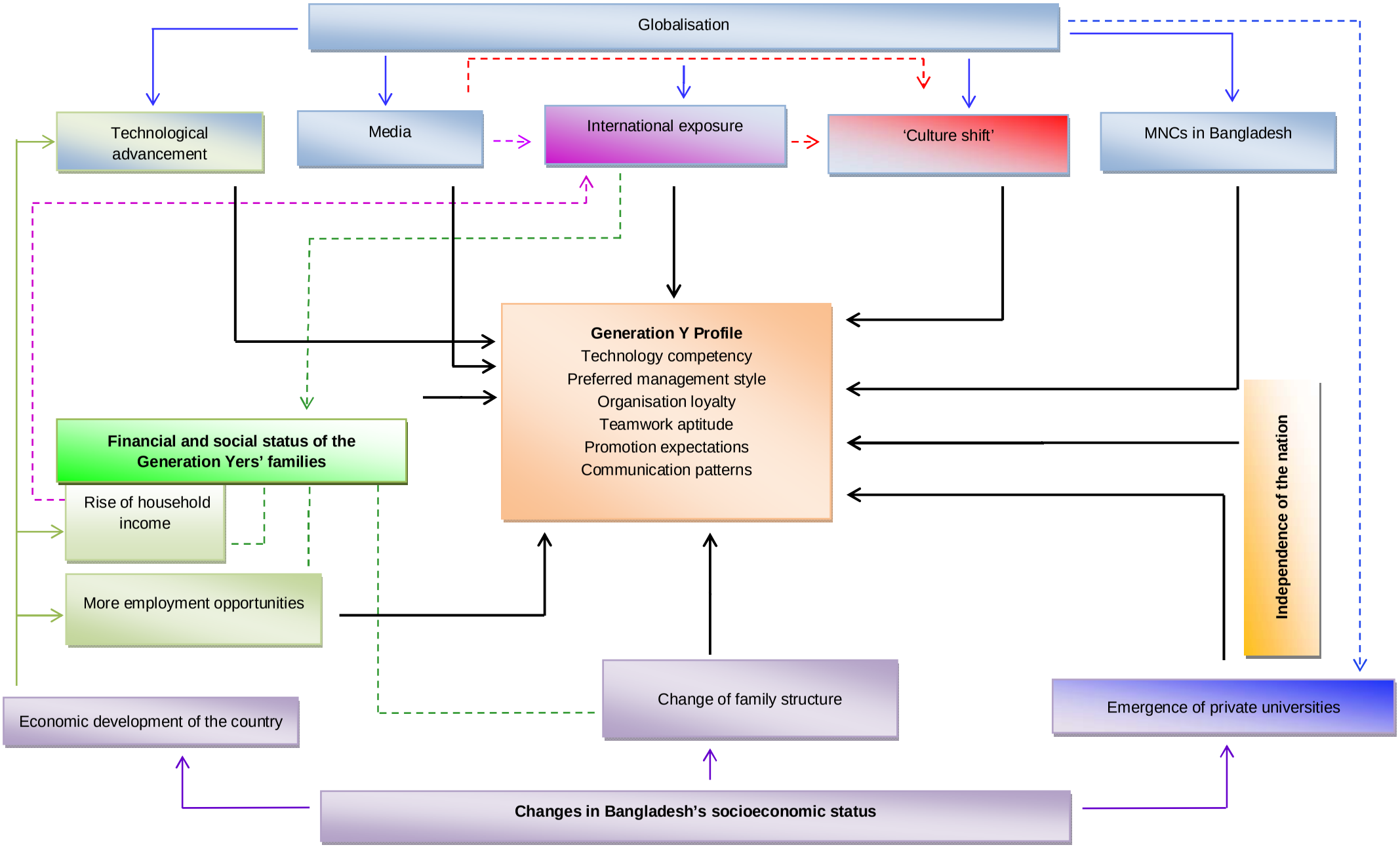


Figure 5.1 Theory – Generation Y profile and factors influencing the profile

SECTION I

5.1 Development of Generation Y profile

This research project developed a profile of Generation Y in the non-Western context of Bangladesh. The term 'profile' has been used previously by scholars in characterising Generation Yers. Ralston and colleagues (1999) in an exploratory study profile the new generation of Chinese managers to identify generational shifts in work values. Shaw and Fairhurst (2008), in an endeavour to characterise Generation Y, use the term 'profile', and Selvarajah and Meyer (2008) use the same term to explore leadership characteristics in China.

In the current study, based on the perceptions of participants, a Generation Y profile was co-constructed by bank managers representing an employer's perspective, business academicians representing an educator's perspective, and business graduates representing the perspective of Generation Yers themselves. The profile includes the characteristics of Generation Yers' familiarity with technology, preference of management style, teamwork capability, nature of organisational loyalty, promotion expectations in the workplace, and communication patterns. Furthermore, these three groups attributed rationales for their perceptions that contributed to their formation of the Generation Y profile, which will be discussed later in Section II of this chapter.

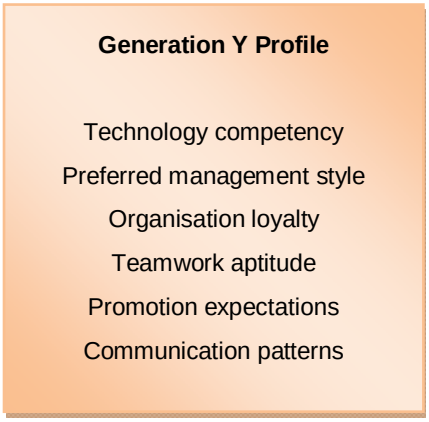


Figure 5.2 Profile of Generation Y that was developed through constructivist grounded theory

The grounded theory analysis of the interview and questionnaire data collected in this study revealed that Generation Y is perceived to have a profile that is different from previous generational cohorts in Bangladesh. The generation was perceived to be technologically

competent, to prefer an inclusive style of management and expect quick promotions. Generation Yers were also considered less loyal to organisations, but thought to have an aptitude for team work and effective communication skills.

The following discussion explains and supports the analysis relating to the Generation Y profile developed from the perspectives of bank managers, business academics and Generation Y business graduates.

5.1.1 Generation Yers' technology competency

The findings from the current research revealed that Generation Yers' competency and orientation towards technology is widely recognised by the Generation X and Baby Boomers. Generation Yers consider themselves as more technologically literate than the previous two generations in Bangladesh. All participants observed that Generation Y is the first generation to use personal computers, cell phones, laptops, video games and other technology at a younger age than Generation X and Baby Boomers in Bangladesh. Talking about the computer skills of Generation Y, one of the male Baby Boomer managers, who had studied at a public university and had a banking career at a local bank, commented:

> *I think technological advancement for sure has changed the psyche of the new generation. When I was in university I remember all the students of our class were taken to the 'computer lab in a big line' just to 'see the computer' which was bought by our university. But now a 3 years old kid knows how to use a computer. My son who is in class 5 does all his assignments using the computer. In our time we used to practise 'hand writing' at their age.* (Baby Boomer male bank manager interviewee 22)

Several research participants shared a similar view with regards to being introduced to computers at a later stage in their lives. They also presumed that public universities were lagging behind private universities in offering modern up-to-date computer laboratories and Internet facilities to their students. The current research did not have the scope to include participants from public universities; nonetheless a number of participants suggested that private university graduates were usually more computer adept than graduates from public universities. The way in which Generation Y research participants regarded their computer skills is exemplified by the following comment:

> *Technologically we are far more advanced than our seniors. Earlier generation people are now adapting to technology. You cannot blame them. I got my first computer when I was in grade eight whereas many managers got their first computer at the age of 40-45 at the office. In our bank, there are some regular online examinations by which the employees can get extra points which help them to get promoted fast. But our seniors did not have*

these kinds of opportunities in their time. (Generation Y male business graduate interviewee 65)

Many seniors complain that we do not read newspapers which to be very honest we actually don't. In the morning we have to rush to the office and there's no time for reading newspapers. But we get the same information of what's going on locally and internationally on our way to the office using the Internet from our cell phones. Seniors even do not know how to do that. So reading newspapers is not everything. There are other ways too. We are more adaptive to new technologies. We use Facebook and Twitter. But the seniors will use the Internet just to check their mail. They are not aware of the other uses it offers. (Generation Y male business graduate 50)

The above comments reveal that Generation Yers consider themselves to be more computer literate and they use, and expect to use, technology in everyday life, unlike the members of the other generations. Their familiarity with technology creates tension between Generation Y and previous generations as could be apprehended from the previous comments.

Similarities exist between the Bangladeshi context and findings in the West with regard to Generation Y's technological competence. Western Generation Yers are reportedly digitally connected 24/7 to entertainment and contacts, being constantly 'wired and plugged' (Arhin & Johnson-Mallard 2003; Clark 2009; Eisner 2005; Hershatter & Epstein 2010; Tapscott 1998; Wong et al. 2008). Pugsley and Sima (2010), in a study conducted in China, also found Chinese Generation Y to be technologically savvy. In ways similar to the Western Generation Y, non-Western Generation Y is integrally attached to online social networks such as *Facebook* and *Twitter* (Hershatter & Epstein 2010). The Generation Yers' comfort with modern gadgets and the facilities available to them was affirmed in this current research in the context of Bangladesh.

5.1.2 Generation Yers' preference of management style

It is apparent from the data that maintaining relationships with managers was important to the Generation Y participants. They perceived managers as the people who influenced their experience of work. Generation Yers expressed a preference for participatory management styles where they could express their opinions and views freely. No matter how structured the job or particular position was, if the manager welcomed two-way communication with the employees, they felt comfortable working with that particular manager. The Generation Y participants felt that the manager should create a congenial atmosphere in the department, but that this could only occur if the organisational culture permitted it. Interviews with Generation Y participants indicated their preference for friendly, understanding and helpful managers. As one male Generation Y business graduate commented:

> *I think if the manager is friendly and caring, it makes the work spirit different. Then everyone feels like giving their best too. My boss understands her team members and tries to help us with guidance. If we have any problem, we can discuss and come to a solution. I have heard from my colleagues in other departments that many of their bosses are not so friendly and they just carry out orders. If I had a boss like that, I would not have liked the work environment.* (Generation Y male business graduate interviewee 63)

The comment points to the Generation Yers' preference for a democratic and inclusive style of management as the basis of a dynamic and vibrant work environment. Generation Y participants believed that friendly, caring and understanding managers inspire higher productivity because the Generation Yers are more disposed to working hard for such managers. There is the implication that if the work environment is not to the Generation Yers' liking, they might look for outside options.

It is known that managers are the key to employee motivation and can prevent employees from seeking opportunities elsewhere. This is one of the ways to sustain organisational competitiveness (Kaye & Jordan-Evans 2003). Generation Y employees also expect clarity in organisational expectations, support and guidance to achieve targets, and counselling in times of difficulties, such as when they fail to achieve targets. Given that clarity of information and feedback are important elements in motivating employees in contemporary organisations (Aycan 2005; Aycan et al. 2007), Generation Yers' expectations could be perceived as reasonable, especially since managers play a vital role in employee retention (Ahmad & Schroeder 2003).

The interview data revealed that Generation X managers were considered to be friendlier, more understanding, and more supportive than Baby Boomer managers. Generation X participants appeared more able to understand Generation Yers' workplace expectations than Baby Boomers did. Baby Boomer managers had rather a conservative attitude regarding leadership preferences. They perceived Generation Y employees to be more 'opinionated', 'asking questions' frequently and demanding transparency and clarity. For example, Generation Y employees want to understand how they can proceed in their careers. Bank manager participants implied that Generation Y employees from the very beginning of their careers wanted to know the targets they had to achieve and the responsibilities they had to fulfil in order to progress upwards.

The interview data revealed that Generation X managers possessed similar views, and understood Generation Yers' perspectives regarding management style preferences. Generation Yers'

observations, opinions and curiosity did not antagonise Generation X managers. However, several Baby Boomer managers considered Generation Yers' opinions or curiosity to be rude and impolite. The following comments highlight a perceived change in the organisational environment in Bangladesh with regards to younger employees' (Generation Y) relationships with their managers.

> *Today's boys and girls are not like when we were at this stage. We never uttered any disagreement or suggestions to do a task in a 'different way'. Whatever the manager said, we used to carry it out no matter if we 'liked or disliked' it. But now the situation has changed. Now they (Generation Y) do not consider giving their opinions as 'impoliteness' or 'disobedience'. Actually, our 'society is changing'. What was considered as 'disobedience' in our times is not considered as the same now.* (Baby Boomer male bank manager interviewee 17)

> *Previous generations were very modest. 'Modesty' was considered as a virtue. But now, 'boldness' is highly sought after by employers. Generation X and we (Baby Boomers) were always trained to be 'submissive'. You were not supposed to 'argue with elders'. You just carried out orders. If your boss said anything wrong, even then you were not to correct or suggest that he may be wrong. In our generation, the boss used to be always right. If the boss used to make us do a wrong task, we did not have any scope to say no to that. If we had to get reprimanded for our boss's mistake, we had accepted that. But the 'present generation' (Y) always are encouraged to suggest or voice their opinions in the class rooms and work teams. Now students and graduates at universities and employees at workplaces need to know how to express their opinions. If your boss or faculty is wrong, you shouldn't just say it, 'no', 'you are wrong', you may say it 'politely' that 'what if this is the situation' or may be do you think this might be the reason of 'such and such thing'? This generation's philosophy is different from ours. This generation people are not afraid to speak up for themselves. Now the employees (Generation Y) are gutsier. They do not tolerate unfair things. They speak up for themselves.* (Baby Boomer male business faculty interviewee 30)

The above two statements suggest a shift in current work environments compared to those of the past. The second comment was provided by a male business faculty member who had served as the Head of Business School for five years in one of the participating private universities. He has been the Head of the Career Counselling Service for the last six years, which enabled him to offer insights about the work environment and relationships in various organisations in Bangladesh.

The comments hint that Bangladeshi work settings may be experiencing some change in power distance orientation. Power distance orientation is 'the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally' (Hofstede & Hofstede 2005, p. 46), as discussed when the research context was

considered. High power distance organisations characteristically exhibit one way vertical communication. Expression of views from the young employees (Khatri 2009) is discouraged.

Traditionally, Bangladesh has been a high power distance society, but from the participants' comments, it appears that managers are now facing expectations from their younger employees to practice less power distance. In low power distance cultures, superiors and subordinates experience fewer differences (Hofstede & Hofstede 2005). The following comments assist in comprehending the changed expectations.

> *My manager is very friendly and supportive. He is not like the old big bosses who are very strict. He is young and dynamic and all his subordinates like him. He doesn't expect and like to be called Sir. We call him 'Bhai'[2]*. We don't have to stand-up if our manager is in front of our desk. He treats us like a team and demands our wholehearted participation to get a job done. He is easy-going and has a very good relationship with us. (Generation Y female business graduate interviewee 68)*

> *The new (younger) managers are more open and friendly, unlike their seniors. The senior managers expect a junior employee to address him as 'sir'. A junior is not allowed to sit on their chair when the senior is present, and should be respectful when talking to their seniors. I know a person who got fired for tapping on his boss's shoulder. (*Generation Y female business graduate interviewee 70)

> *Senior and aged colleagues are 'dominating'. They have the tendency that everyone has to listen to them no matter whether they are right or wrong. An aged employee of our bank does not know how to talk to his junior employees. He is always rude to them. He even uses slang language while talking to his juniors. But the young people know how to obey seniors and care for the juniors. They know how to deal with different clients and people. The seniors like the people who oil them. Most of the seniors cannot accept any change in the system. They do not appreciate if any young employee wants to do something innovative or creative. The view of the management is so rigid that they think that basics cannot be changed.* (Generation Y female business graduate interviewee 56)

> *There are many managers who are in the banking industry for more than 30 years. They are different than the others. Everyone is afraid of them. But most of the managers are friendly.* (Generation Y male business graduate 50)

The above thoughts were shared by Generation Y employees who possibly felt a gap between themselves and certain senior employees in their organisations. It suggests some tensions or a lack of communication between participants of different generations.

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[2] *Bangladeshi young people never address anyone older to them by name. They have to add 'Bhai' (elder brother) or 'Sister' (elder sister) with the first name of the older person they are addressing. For example, if Adam is 20 years old and he is addressing Josef who is 30 years old, Adam will say 'Josef Bhai' and not just Joseph.*

Several Generation Y participants perceived less power distance between themselves and the younger managers than between themselves and the older managers. This suggests potential tension between the prevailing cultural expectations of Baby Boomer bank participants and the preferences of Generation Y. The literature suggests that in high power distance organisations, seniors expect to receive respect from their junior employees due to their age, seniority and long tenure in the organisations as opposed to their level of competence (Khatri 2009). Undoubtedly, Generation Y's views reinforce the idea of a possible lessening of the power distance in the modern banking work environment in Bangladesh.

The data suggests that Bangladeshi culture is shifting in terms of power distance as a result of globalisation, and thus the cultural climate is more accommodating in terms of accepting Generation Yers' preferences for management/leadership styles of a more informal nature. It has been suggested by Migliore (2009, 2011) that India's power distance orientation has shifted from high to low due to the prevalent use of information and communication technologies. This apparent tendency to shift towards a lower power distance orientation in Bangladesh could be explored in detail in future research.

Generation X and Baby Boomer business faculty participants shared similar views with regards to Generation Yers' tendency to speak up, voicing their agreement or disagreement. In class room situations, Generation Y did not hesitate to ask questions or request clarification and share their views. The previous two generations regarded doing similar things as 'impoliteness' when they were students. They were never encouraged to speak up in class in the public universities. The following comment of a male Generation X business faculty member revealed his perspective in this regard.

> *Today's generation is more 'opinionated' and they can speak up for themselves. Today after a quiz when I gave out the papers, the students asked questions about why I gave less marks. This is a good thing in a way as the students can speak up for themselves. But in the past, the students were 'shy' and they used to think that if they speak against a teacher, he will disrespect him in a certain way. Today's students are more 'courageous' and courage is a change in a good way. This change was necessary. But if we compare this generation with the previous generations, we will see that we were 'polite' and 'docile' and they are 'aggressive'. But I think this aggressiveness is positive.* (Generation X business faculty interviewee 29)

However, faculty participants who had studied in Western countries or in private universities in Bangladesh shared a different perspective. One of the male Generation X business faculty

participants who had completed his bachelor degree in a public university and did his postgraduate studies in the USA made the following comment:

> *When I did my Bachelors in Finance at Dhaka University (a public university), it was just like a one way train. We (students) never dared ask any questions to the professors as it would have implied being 'disrespectful'. But when I went to the States for my Masters and PhD, it was totally a different experience. The classes were vibrant with two way communication. Now in my classes, I always encourage my students to be participative. I try to make the class environment enjoyable.*
> (Generation X male business faculty interviewee 25)

The above comment indicates a change among a number of the research participants belonging to the Baby Boomer and Generation X cohorts regarding acceptable behaviour among the younger generational cohort (Y). These research participants revealed that they had been raised in homes and schools where there were strict behavioural standards with regard to their interaction with seniors.

Hofstede (2009) notes that teacher-centred education is a characteristic of high power distance societies. These research participants welcomed the gradual change in acceptable behaviours among younger people with regards to asking questions of seniors or giving them their opinions. Hofstede (2009) points out that student-centred education is one of the characteristics of low power distance societies. So, the altered acceptable behaviours could also represent an emergent inclination in Bangladeshi culture to shift towards a low power distance oriented society.

The management style preferences of Generation Y in the current study match to a great extent the findings from Western context research in that the members of the Y Generation prefer an inclusive or participatory style of management (Broadbridge et al. 2007, 2009; Eisner 2005; Sessa et al. 2007). For example, American Generation Yers tend to ask questions (Eisner 2005; Francis-Smith 2004; Gursoy et al. 2008) in a way similar to the Generation Yers in the current research context.

Family upbringing has been found to be a contributing factor behind Generation Yers' preference of management style (Eisner 2005; Gursoy et al. 2008; Hurst & Good 2009). Specifically, they have been characterised as outspoken and challenging of authority (Barnes 2009; Howe & Strauss 2007). In this Bangladeshi research context, Generation X and Baby Boomer participants also noted that Generation Y employees are both vocal and enthusiastic about giving their opinions. One of the main reasons for this similiarity could be that Generation Yers in Bangladesh who

attended private universities were exposed to Western curricula. In addition, the Generation Yers' family structure (nuclear as opposed to extended) is also typical of Western family structure (Dulin 2008; Lancaster & Stillman 2002; Myers & Sadaghiani 2010). These shared situations with the West may have impacted the Bangladeshi Generation Yers' management preferences.

5.1.3 Generation Yers and teamwork aptitude

Generation Yers are considered to be adept in teamwork by Generation X and Baby Boomer managers. Bank managers have expressed their appreciation of Generation Yer's ability to work in teams. Managers mentioned that they placed high importance on the teamwork ability of graduates (Generation Y) at banks. A Generation X female manager who lead a big team commented on the importance of teamwork:

> *I notice how good a team player someone is. Not necessarily every one is a great team player. I watch whether my team members have the 'spirit to work in teams or spoil the environment'. If members from other teams complain about somebody from my team, I take it seriously and try to find the cause of it. I have seen in my experience that private university graduates [Generation Y] are better team players...because they work in teams for projects and assignments at the university and are comfortable in working with the opposite gender. Once, I had someone in my team making crude jokes about women spoiling the team spirit. Also, I was receiving complaints against him from others. I had to 'counsel him', but he did not change. He was transferred to another department and later on he was terminated. So, you understand how important team spirit is.* (Generation Y female bank manager interviewee 19)

In the present banking environment, teamwork is an important aspect of work. Several bank managers considered the ability to work as part of a team to be one of the important skills Generation Y employees bring to the workforce, and evaluate them accordingly. Managing team dynamics is crucial for managers, as is evident from the comment above. The following two statements further illustrate bank managers' perspectives on teamwork:

> *Teamwork is very common in 'modern banking'. So, the employees need to have the teamwork spirit. I find graduates from private universities comfortable working in teams.* (Baby Boomer bank male manager interviewee 8)

> *When I evaluate an employee, one of the factors that I use is teamwork capacity as it is becoming an essential skill in banks. Usually the private university graduates are good in team settings.* (Generation X female bank manager interviewee 14)

These comments suggest that since private university students (Generation Y) have been educated in teamwork situations in their student lives, it has made it easier for them to work collaboratively when they enter the workforce. Teamwork has been recognised to be vital in modern work

environments (Abdullah et al. 2011; Stewart & Barrick 2000). It has been suggested that employee satisfaction, organisational commitment and a sense of attachment develop with increased teamwork in organisations (Judeh 2011; Mathieu et al. 2008; Mathieu, Gilson & Ruddy 2006). The present study did not have the scope to explore the deeper implications of effective teamwork, but managers and Generation Y employees did suggest it was an essential skill for performing well in the banking sector.

Generation Yers' preference for working in teams has been demonstrated in Western literature as well (Gursoy et al. 2008; Kupperschmidt 2001; Martin 2005). This literature suggests that Generation Yers' educational experiences starting from early school days have contributed to their teamwork aptitude. The current study revealed similar factors contributing to the teamwork skills of Generation Y in Bangladesh. The only difference was that participants in this study suggested that instead of exposure to teamwork during junior school years, they encountered similar experiences at the university level only. Even with late exposure to teamwork, they have been able to acquire the skill, as demonstrated by the Generation X and Baby Boomer managers' observations expressed in the interviews.

5.1.4 Generation Yers' sense of organisational loyalty

Bangladeshi Generation Y in the current study was perceived to have less organisational loyalty by both Generation X and Baby Boomer managers. Several managers labelled Generation Y employees as 'job hoppers'. Half the bank managers said that Generation Y employees were not loyal to their banks. On the other hand, these managers considered themselves as being properly loyal to their organisations. According to Generation X and Baby Boomer bank manager participants, the reasons for their own high levels of loyalty were threefold. Firstly, for these older managers, there were fewer job opportunities in the banking industry during the earlier years of their employment. If they obtained a job, they tried to stay in that organisation because there were small numbers of local and multinational banks operating in the country compared to the number of prospective job seekers. Secondly, due to family responsibilities, Generation X and Baby Boomers were less inclined to leave one job for another. A Baby Boomer manager compared the situation when he started his banking career with the present situation for Generation Yers' and their tendency to switch jobs, saying:

> *Not everyone has the 'luxury' to think about job changing. I had to be very careful to keep my job. Because I had to think about my family. I had young brothers and sisters. My father was old. I just couldn't go to a new job. What if I went to a new job and then didn't like it or I had some trouble adjusting there? I had to think about my family duties.* (Baby Boomer male bank manager interviewee 17)

The issue of family responsibility was mostly raised by the bank managers and business faculty participants. Several of the participants spoke forcefully about the fact that family responsibility made them risk averse, which could also be related to the uncertainty avoiding orientation of traditional Bangladeshi culture (Abdullah et al. 2011; Head & Sorensen 1993; Hofstede 2011). As noted when the research context was discussed, Bangladeshis' inclination to avoid uncertainty was likely due to widespread poverty in the country, higher responsibilities towards family, the high unemployment rate, job insecurity and uncertainty in economic progress. Interestingly, one male Generation Y who had got married unusually early and now had children raised the issue of not being willing to take a risk by switching jobs.

> *I am from a wealthy background but I am committed to my work. As I got married at an early age before switching job I have to think about my own family as I have responsibilities towards them. I cannot take sudden risks just like that.* (Generation Y male business graduate interviewee 50)

This participant's comment echoes the sentiment of many older Generation X and Baby Boomer participants who had a strong inclination to avoid uncertainty due to family responsibilities. It was unusual for a Generation Yer to comment about risk aversion due to family responsibilities during the study, however. And the perception of a number of Baby Boomer and Generation X research participants about the job hopping tendencies of Generation Y raises the possibility that Bangladeshi society is actually moving towards less fear of uncertainty because of economic progress. The increased economic capacity of many families and rising competition in several service sectors has meant greater security and job opportunities for the newly graduated entrants in the economy.

Thirdly, the two previous generations (Generation X and Baby Boomers) perceived that they had more of a 'sense of belonging' to an organisation. They felt that they had to be patient and hardworking and to stay loyal in order to advance. A male Baby Boomer bank manager, while talking passionately about his feelings regarding his early career stated:

> *Their [Generation Y] attitude is different. When we joined the bank, we took the organisation as our own. We thought that this was our organisation and we had to work hard for it and increase it. We were loyal. We thought of the bank as our 'personal property'. We always tried to impress our boss by our hard work. We never thought of leaving the job early. We used to work with our 'heart and soul' and did not look at the time. We used to work late hours. The new generation are more practical. They always think of the package they are getting from the job. They think whether the job will provide them with a car, ATM and credit card, bonus etc.* (Baby Boomer male bank manager interviewee 22)

Because banking is a career oriented job, Generation X and Baby Boomers believed that if they changed jobs frequently, employers would consider them disloyal and would not put them in higher positions. Generation X and Baby Boomer bank managers pointed out that previously, in the absence of structured career paths in many banks, promotions depended on personal relationships with the employers (e.g. getting along with the boss) to a great extent. That is why they could not leave room for any impression of disloyalty towards the organisation.

In this, Bangladeshi Baby Boomer managers reflect the general tendency of Western Baby Boomers, who have been found to be loyal to their organisations. Generation X in the Western context, on the other hand, appears to be more loyal to their professions than to their organisations (Miller & Yu 2003; Tulgan 1996).

The majority of Baby Boomer and Generation X managers in this study perceived Generation Yers' perceived tendency to change jobs as negative. As two bank managers commented:

> *As most of the private university students have a 'well-to-do family background' and have had 'fancy schooling', they do not have the 'competitive tendency' as they know if they lose this job another job is waiting for them but not because of their qualifications, but because of their social status and networks. As a result, they do not remain 'dedicated' towards their work.* (Generation X male bank manager interviewee 11)

> *I think private university graduates [Generation Y] are not 'focussed' and sometimes are not loyal to their organisations. They always look for better opportunities and have a tendency to switch jobs. But public university graduates are more 'submissive' and have fewer tendencies to switch jobs.* (Generation X male bank manager interviewee 2)

The comments imply that graduates' families' financial and social backgrounds had some influence on Generation Yers' intention to switch jobs. These are perceptions and not established facts with regards to the image of private university graduates in the society; but many manager participants viewed families' social connections and a relationship with private universities to be

influential in the job switching mentality they perceived in Generation Y. Through their curriculum and outlook, private universities were seen to be promoting Westernised practices, which included young employees (Y) changing jobs frequently.

This perception of Generation Y as a group willing to change jobs due to the influence of their education and socio-economic background contrasts with bank manager participants' views of public university graduates, whom they perceived as belonging to less financially advantaged families and having a tendency to be more loyal to their organisations.

Several managers were supportive of Generation Ys' intention to switch jobs and reasoned that everyone should take advantage of job opportunities in a competitive market. They acknowledged that if they had more job opportunities at the beginning of their own careers, they would also have considered changing employers:

> *As the private university graduates have a strong network or link due to their well off families, they have a tendency of switch jobs frequently. It is human nature that everyone wants to be successful in life. If I get a better opportunity somewhere else I would obviously grab that.* (Generation X female bank manager interviewee 14)

On the whole, however, bank managers also acknowledged the importance of staying with one organisation for a considerable amount of time for learning and adding value to their careers. Interestingly, a couple of research participants were of the opinion that maybe diminishing loyalty is not related with Generation Yers' financial background, but rather to different factors.

> *Private university graduates have higher expectations… In every private university there are students from different financial classes – top, middle and low. But if we talk about loyalty, it is missing overall in this generation. The loyalty is diminishing comparing to the earlier generations. They want easy money rather than working.* (Generation X female bank manager interviewee 19)

The comment implies that diminishing organisational loyalty has little to do with Generation Yers' financial background. Members of the cohort lack job commitment irrespective of financial background. The overall perception gleaned from the data is that business graduates in Bangladesh frequently switch jobs (Ahmed, Ahmed & Anwar 2000).

Ahmed et al.'s (2000) study do not speculate on reasons for the low level of commitment, although the investigators did observe that graduates from *better schools* tended to feel less loyalty to their organisations. Their study suggests that private universities in general produce poor quality graduates due to *low intake requirements* (p. 63).

This suggestion results in some interesting contradictions. Firstly, the job loyalty of private university graduates should be higher as, being of inferior quality, they would find it more difficult to get jobs. However, the Generation Y private university graduates do get jobs and are perceived to be willing to quit them to move on. This implies that either the quality of the private university business graduates has improved, or in the last ten years some other factor has given rise to a perceived lessening of organisation loyalty. In this regard an interesting local perspective was raised by a Generation Y participant in the following way:

> *In the past, there were not so many opportunities as we [Generation Y] have now. So, when people used to get any job, they used to hold on to that. But, new opportunities are opening now with the growth of population and higher demand of people. So, someone gets a better opportunity than his current job and if he is wise enough he will obviously change his job and 'hop' to the better one. There's nothing wrong in that. With the ever growing opportunities in the job sector now days, the senior people are also switching jobs from one to another. So, this cannot be called a 'generational problem', we rather view it as a 'cultural change'.* (Generation Y male business graduate interviewee 63)

The comment suggests that diminishing organisational loyalty is largely due to growing competition in the economy which has led people to take advantage of the better opportunities irrespective of their age group. Generation Y participants observed that a competent employee, regardless of age, is sought after by employers:

> *If someone gets better opportunity somewhere else why would not he change his job? It is not a matter of loyalty. If someone is 'that good' at his work, the organisation knows that from the beginning that when a better opportunity will come that employee will switch to another job. They (bank) are employing him accepting that as a fact.* (Generation Y female business graduate interviewee 56)

In a competitive market, organisations need to work at retaining their experienced and skilled employees who may be attracted to their competitors by offers of lucrative remuneration. In recent times, employee retention has been one of the most highly researched areas in the field of management, and organisations are striving to discover ways to keep their employees motivated for long term retention (Chew & Entrekin 2011; Tariq, Anwar & Aslam 2011). The banking sector is not immune from the same pressures and also needs to work at retaining key personnel.

The Generation Y profile in Bangladesh in terms of organisational loyalty tends to conform with the literature describing Generation Y in the Western context, where they are perceived as less loyal (Lancaster & Stillman 2002; Ng et al. 2010). However, the reasons for the lack of loyalty are

somewhat different. Unlike Western Generation Yers (Alch 2000), Bangladeshis did not witness their parents being laid off due to downsizing, having not had comparable industrial organisation or societal history during that period of their youth. Furthermore, reasons like absence of training, mentoring, coaching, career path, and growth opportunities (Alch 2000; Dulin 2008; Hershatter & Epstein 2010; Lavoie-Tremblay et al. 2010; Martin 2005; Piper 2008) have not been revealed as major factors contributing to the lack of organisational loyalty.

The probable reason for the dissimilarity between the two contexts relates to the difference between local conditions. Economically, levels of industrialisation, families' economic conditions, employment rates and types of service industries are different. Bangladesh has traditionally been an agrarian economy (Shehabuddin 2001). The liberalisation of the economy during the 1980s and 1990s contributed to the increased participation of private and foreign companies in the financial and industrial sectors (Ahmed 2005; Islam 1999; Khan 2000; Mahmud et al. 2010; World Bank 2007). The expansion of the industrial and service sectors (e.g. banks) has provided increased employment opportunities for Generation Y business graduates, opportunities never available to the two previous generational cohorts in Bangladesh. More employment opportunities may contribute to Generation Yers' tendency to change employers. Conversely, the perception of lower organisational commitment could be the result of generalisations made based on the observation of a few cases of Generation Yers changing jobs.

5.1.5 Generation Yers' promotion expectations in the workplace

While exploring Generation Yers' expectations regarding promotion in the workplace, managers described the members of Generation Y as 'ambitious' and 'high achievers'. Being 'ambitious' resulted in Generation Y's expectation of quick advancement up the career ladder. The following statements illustrate Generation X and Baby Boomer bank managers' opinion regarding Generation Ys' promotion expectations.

> *Sometimes they [Generation Y] get over-ambitious that they will get promotion frequently. But banking is a steady job and one needs to be 'patient' to achieve successes. But the private university graduates do not seem to understand that and get 'frustrated'.* (Generation X male bank manager interviewee 13)

> *They [Generation Y] are not steady at work. They want their salary to be increased rapidly. They are very impatient. In my opinion, 'for growth of earning you have to stay with an organisation' for a considerable amount of time.* (Baby Boomer male bank manager interviewee 17)

> *At my time, I did not switch jobs even when I got an opportunity from foreign banks. I worked at several departments in the bank [presently where he is employed]. Starting with asset banking, I went on to the retail banking and after that corporate banking. I had to do the same task for 10/15 years. Then the package increased, salary increased and I got more specialised. But the new generation people do not give a thought to that. They think more of the opportunity. They do not understand that 'jumping' from one organisation to another would not bring them any benefits. For this 'jumping attitude' of the employees the bank is getting 'affected' as well. The fresh graduates are not offering the bank their 'new and innovative ideas' and they are not doing the hard work and quality duty. The young generation is too ambitious. A position for which I had to serve the bank for 15 long years, they want to achieve that within a few months! A newly joined employee starts to track out plans of how many years it can take him to be the 'AVP' [Assistant Vice President].* (Baby Boomer male bank manager interviewee 22)

> *Banking is a steady job where you have to hold your 'patience to prosper' but the private university graduates are 'very ambitious'. They want to achieve prosperity at a job as early as possible. But in banks all the departments do not give promotions every year so they get dissatisfaction from jobs frequently.* (Generation X male bank manager interviewee 20)

Generation Yers were perceived to be concerned with high achievement, and this was seen as driving their expectations of high remuneration and frequent raises at workplaces. Erickson (2008) observes that high pay is considered to be the most important feature of a job by Indian Generation Yers. According to Erickson, in India, Generation Y considers obtaining high pay as prestigious since it implies their value and provides a higher standard of living. Being culturally similar in many respects as already discussed, Bangladeshi Generation Yers' expectations of high pay may not be seen as surprising.

According to Generation X and Baby Boomer managers, building a solid banking career requires 'patience' and 'hard work'. It appears from the above comments that 'patience' is highly regarded by older generations in Bangladesh but not by Generation Y employees. Attitudes towards career development and remuneration appear to be an area where the generations hold diverse viewpoints that could lead to conflict between them. A similar trend has been observed in the West. Alsop (2008) notes that Generation Y in the Western context expects a promotion in as little as six months. This impatience is similar to what has been described by the bank managers above.

According to the bank managers, Generation Y needs to understand the significance of a long-term career commitment, and not be concerned about current remuneration and rapid advancement. Managers also perceived Generation Y to be less hard working and inclined to look

for ‘shortcuts’ for career progression. Several of the manager participants found that Generation Yers became easily frustrated if they did not attain quick promotions, which implied that they did not comprehend the importance of hard work and patience for career advancement.

Given these perceptions, the question must arise as to whether the banks had clearly conveyed the organisational policies regarding promotion criteria to the newly appointed recruits. If there is scope to be promoted or to access other benefits according to the policies of the banks, then the managers’ perceptions concerning Generation Y’s expectations for fast promotion is perhaps a bit unreasonable. Either that, or there is a lack of clarity in terms of organisational policy, expectations and practices with regards to promotion as conveyed to Generation Y employees, who, as already noted, tend to be rather exuberant and self-confident.

The Generation Y profile in Bangladesh in terms of promotion expectations appears to match with Generation Ys’ expectations in Western contexts since Western Generation Yers also desire quick promotions (Dulin 2008; Ng et al. 2010). In the Western context, training and development opportunities and new skill acquisitions tend to be considered recognition of one’s worth and promotions (Alch 2000; Lavoie-Tremblay et al. 2010; Rawlins et al. 2008). In the current study, these two features were not cited by the research participants while discussing the promotion expectations of Generation Y. The research participants considered promotion as moving to the next level in the career path. It is reasonable to believe, therefore, that there are differences in the perception of promotion in the two contexts.

In the context of Bangladesh, there is a great emphasis on obtaining a postgraduate degree, which is considered a requirement for promotion. The literature review conducted on Western Generation Y did not reveal any studies confirming a Master’s degree to be requisite for promotion. In Bangladesh, on the other hand, according to the Generation Y participants in the current study, the graduates felt pressure to commence and complete a Master of Business Administration (MBA) or equivalent degree in order to be considered for higher positions. About one third of the Generation Y questionnaire participants had already completed their Master’s degree. Nearly half of the Generation Y interview participants had completed or were enrolled in an MBA program. A male Generation Y interviewee who was pursuing an MBA on a part time basis in the evening stated:

> *I am doing an MBA in the evening program. It is very difficult to manage the MBA and my job at the same time. But unless I finish the degree, I cannot think of being considered for promotion. Of course, my performance in the organisation matters for promotion. But if I have the degree and I perform well then I have a better chance for promotion.* (Generation Y male business graduate interviewee 52)

A male Generation X bank manager observed that 'most of them (Generation Y) leave their jobs for higher education'. In India, the MBA has emerged as one of the most sought after degrees as large numbers of students seem to prefer a managerial career (Agarwala 2008), and Generation Y employees pursue a Master's degree with the objective of obtaining a career in management. The data generated by the current study supported the view that Bangladeshi and Western Generation Yers were all interested in advancement, but that there are differences in what is considered to be a promotion based on organisational culture and cultural norms.

5.1.6 Generation Yers' communication patterns

Changes in the last three decades in Bangladesh have given rise to many transformations in society, one being a change in communication patterns among younger generational cohort. According to the bank managers and business faculty participants, Generation Y possessed excellent communication skills. Most bank manager interviewees considered communication to be Generation Y's strongest skill, and looked for this ability when they evaluated them for recruitment or any sort of promotion. The following comments by bank manager participants were noted while discussing Generation Yers' facility for communication:

> *In my experience, private university business graduates [Generation Y] are better in communication than public university graduates. Once I received an application from a public university business graduate where he wrote, 'Thanks for photocopying me'!!! Private university graduates are much smarter than public university students. They (private university business graduates) have better presentation skills. As the 'glamorous side' matters at bank, we [multinational bank] prefer private university graduates as they are well groomed… Their outfit, manners and etiquette are good. As the candidates are appearing for the job of a multinational bank they are supposed to appear formally. These are counted as their common sense. Private university students follow these very specifically… Private university students also know how to sit and talk in a formal way.* (Generation X female bank manager interviewee 19)

> *Though we do not really differentiate between private and public university students, still the private university students [Generation Y] tend to have better communication skills. They are smarter and have a better outlook.* (Generation X female bank manager interviewee 21)

> *I think communication is the strong most skill [Generation Y's]... The university background of a graduate is important in the sense that different universities groom a*

student differently. A good university will groom you in such a way that you will be confident to face the world of work. (Baby Boomer male business faculty interviewee 44)

The communication skills of private university graduates are much better than the public university graduates. The teaching style [using PowerPoint presentation, OHP, case studies, visiting corporate companies for term papers] of the private universities makes the students 'fit for the corporate world'. (Generation X male business faculty interviewee 23)

Private university business graduates have good communication skills. But public university graduates are not like that. They are not so communicative with clients. (Generation X male bank manager interviewee 18)

The comments indicate that bank managers consider Generation Yers' oral, written, non-verbal and interpersonal communication skills to be commendable. Participants in some instances also compared public and private university graduates. Specifically, it was pointed out that Generation Y business graduates from private universities were better groomed and 'fit for the corporate world'. They also identified the impact of communication skill on Generation Y's particular characteristics. For example, having a good command over language and communication builds and conveys self-confidence, and assists in customer handling, teamwork, professionalism and networking. The following statements exemplify the type of communication skills that characterise the Generation Y profile.

They [Generation Y] are not shy, but more confident. Their confidence reflects in their communication. (Generation X female bank manager interviewee 14)

Customer handling is related with communication. If an employee communicates beautifully with customers, they become impressed and would go back to him/her the next time. But if someone is not friendly to the customers, it will be impossible for him/her to impress his/her clients. If the service is not good the customers will not come to the specific employee. (Baby Boomer male bank manager interviewee 1)

I think communication and being extrovert are related to each other. Extrovert people are better at communication. They are more 'enthusiastic'. I have noticed that people who are not good at communication are generally introverted. Better communication brings confidence and it is also a part of smartness… It is not always true that introvert people are bad performers. They could also perform and are very good team players. On the other hand, those who are extroverts have more leadership capability...'So to summarise', people who are good in communication have a higher confidence level, are smart, extrovert, and good team players. (Generation X male bank manager interviewee 15)

The above illustrations depict bank managers' perceptions regarding Generation Y's competency of communication and its likely effect on their work. Bank managers were inclined to believe that Generation Y employees' competency in communication made them confident. The higher confidence level of Generation Y helped them during job interviews and in their day-to-day job performance.

The bank managers also focused on other properties of organisational communication that they deemed necessary for good performance in banks. Researchers have observed that increasingly, employers in different parts of the world are emphasising interpersonal communication skills (Halfhill & Nielsen 2007). Managers were of the opinion that employees' interpersonal communication skill helped in their interactions with customers. They believed that customer satisfaction depended on employees understanding their needs and serving them accordingly. In this regard, managers noticed how an employee handled a situation where a customer requirement could not be promptly served for some reason.

> *The interpersonal relationship between employees [Generation Y] and customers is very important given that a bank is a service oriented organisation. I have seen some employees have created such wonderful rapport with clients that if she or he is absent; a client will wait for her/his return if possible. But most importantly what we notice is whether there are any complaints against anyone. Complaints demonstrate that there is 'question mark' about performance.* (Generation X male bank manager interviewee 4)

Bank managers believed that interpersonal relationships with co-workers were extremely important, and noted how Generation Yers treated colleagues. The behaviour with their colleagues was perceived as an extension of their interpersonal communication ability, and it was noticed whether an employee was liked by others or not. Whether they were liked depended on their helping attitude, friendly gestures, being respectful and compliance. It is possible that since Bangladesh is traditionally a high power distance society, older employees in managerial positions may place greater importance upon politeness and compliance when judging acceptable levels of interpersonal communication skill.

Literature reveals that 'power and politeness are inextricably intertwined in every workplace interaction' (Holmes & Stubbe 2003, p. 164). Possibly, this is the reason behind Bangladeshi managers considering politeness or obedience as important in interpersonal communication.

Interestingly, the majority of the questionnaire participants identified communication skills learned during their tertiary education program (BBA) as their most useful skill for work. Furthermore, about half of the questionnaire participants believed that communication skill was the most looked-for skill when they applied for a job. In addition, they pointed out that factors like a smart appearance, gesture-posture (body language) and confidence were important during interview sessions. Similar observations were made by the Generation Y interview participants. The following comments reveal Generation Yers' perception of communication skills learned at private universities, and their applicability at work. Interestingly this is similar to what managers pointed out.

> *We have been taught on many occasions how to behave during interviews. For example, during presentations we were asked to maintain eye contact. We actually did so many presentations that I did not feel scared during interviews.* (Generation Y male business graduate interviewee 53)
>
> *I could talk and express any thoughts, ideas, opinions, and logic just because my oral communication has improved in four years.* (Generation Y female business graduate interviewee 61)
>
> *If my oral communication skill was not good, I could never participate and I would not have come so far.* (Generation Y male business graduate interviewee 62)
>
> *Being good in communication helped us (Generation Y business graduates) to be confident in expressing our views and opinions. I think some of us are more extroverts due to having good communication skills. Communication skill also helps us to be able to handle customers confidently and satisfy their requirements.* (Generation Y male business graduate interviewee 58)

The above statements made by Generation Y business graduates revealed their perception about communication skills and the contribution they make towards preparing them for work. They expressed satisfaction about being prepared for job interviews, their improvement in oral communication skills, heightened confidence levels and meaningful expression as part of improved thought processes due to four years of the BBA program. In an earlier study private university business graduates were also identified as having well developed communication skills (Ahmed et al. 2000).

It is noteworthy that the ability to converse in English is considered important in Bangladesh. Individuals are proud to be able to speak English. In organisations, fluency in spoken English is considered an advantage. Page and Crawley (2001) point out that Bangladeshis are not alone in thinking like this in the South Asian region. In the Asian professional job market and among

'middle class parents' competency in English is greatly valued (Page & Crawley 2001). Due to competition in the local market, organisations expect their employees to be able to understand and speak in English. While discussing communication issues with interview participants, bank managers were asked why they placed so much importance on the English speaking ability of Generation Y, to which they replied as in the examples below.

> *English is an international language and the employees have to correspond at all the global sectors. For various trainings they have to go abroad. So English is needed.* (Baby Boomer male bank manager interviewee 1)

> *English is given so much importance mainly to maintain a standard. As there is this idea among people that banking is a very 'desirable job'. At multinational banks almost all communicational tasks are conducted in English. Even if someone is not good at speaking English, his/her writing and understanding must be good. If we see any employee good at work but he is not getting proper recognition for his lack in proper spoken English, we suggest that he take a course to develop that. And this tendency of learning English can be considered as the effect of globalisation.* (Generation X female bank manager interviewee 19)

> *When we communicate with our customers, we do that in both Bengali and English but internally when we conduct any meeting, the mode of communication is English. The presentations are 'of course' in English. English has to be very strong as we are a MNC and we have to send our employees to attend different workshops, seminars, trainings etc. So, 'can you imagine, if I send my employee to an international training session and that person cannot speak and interact in English, what will be the situation? Besides, all the documents are in English. All the terms are in English. So, you need to know English.* (Generation X female bank manager interviewee 9)

The managers' comments indicate the importance of having employees with the appropriate level of English competency, including Generation Y employees, in the banking sector. In order to keep up with the global competition, employers were keen on having Generation Y employees with a good command of spoken English. Research participants also suggested that not only multinational organisations, but also local banks valued English fluency in their newly hired employees (Generation Y). Bangladeshi local banks, like multinational banks, emphasised English communication skills.

> *Employees are sent abroad for participating in training and workshops… but I don't think it is only in multinational companies. But local banks following the footsteps of foreign banks to remain competitive are also bringing in foreign trainers and sending their employees abroad for participation in varied programs.* (Generation X female bank manager interviewee 9)

> *MNCs' official language is English. So, local banks are trying to adopt that as well. Employees are sent on training courses both home and abroad. Also, experts are*

brought in for training and development. (Baby Boomer male bank manager interviewee 1)

It can be ascertained from the comments that the local banks are following the same trends as multinational banks. This can be understood as an opportunity for the Generation Y graduates. The preference for fluent English speakers provides them with wider choices for jobs since private university graduates particularly enjoy the advantage of intensively developing their English language competency during the four years of their BBA program.

5.1.7 Things not said

As part of the literature review task, 10 Generation Y characteristics identified in the Western context were discussed in Chapter 3. Of these ten, only six profile elements were extracted from the data analysis in the research context and those have been discussed in section 5.1. Four of the remaining characteristics –ethical standards, a desire for work life balance, a preference for specific feedback mechanisms and corporate social responsibility – that appeared from the Western literature review were not mentioned by the participants in this research. There was no capacity for exploring these four characteristics due to utilising grounded theory approach which discourages any imposition of ideas to the research participants and therefore, they are not discussed in the findings section.

One of the possible explanations for the non representation of these four profile elements in the current study is that these elements have not been so visible or felt yet in Bangladesh and so they did not come up as issues during the interview sessions. For example, concern regarding work life balance has not been a talked about issue in the work place until recently. Furthermore, organisations are just beginning to be sensitised to corporate social responsibility (CSR). Subjects like CSR have only recently been introduced into the course curricula of the private universities included in this study.

The next section (II) offers a detailed discussion of the theoretical rationale for the Bangladeshi Generation Y profile that emerged.

SECTION II

5.2 Factors influencing the Generation Y profile

The study revealed four factors that have influenced the development of the Generation Y profile in Bangladesh (Figure 5.1):

- the independence of the nation
- the changes in Bangladesh's socioeconomic status
- the financial and social status of the Generation Yers' families
- the impact of globalisation

Figure 5.1 (p. 121) represents the outline of the theory that has been developed. It identifies the key factors that appear to have contributed to the development of a unique Bangladeshi Generation Y profile. The rationales influencing the Generation Y profile are discussed in detail in the following section.

Changes in socio-economic status include a changing family structure, the development of a middle class which led to economic development, and the emergence of private universities in the education sector (coded purple/purple-blue). Private universities (coded purple-blue) have felt the impact of globalisation (coded steelblue). Economic development has meant more employment opportunities (coded dark seagreen), increased household incomes (coded dark seagreen), and access to technology (coded dark seagreen-steelblue).

The social and financial status of the families' of Generation Yers (coded bright green) appears to be influenced by four factors:

- change of family structure
- rise of household income
- increased employment opportunities in the economy
- international exposure (green dotted arrows).

Globalisation has influenced Generation Y through five factors: (1) technological advancement, (2) media, (3) multinational organisations in the country, (4) international exposure and (5) 'culture shift' which have been presented by the blue arrows. International exposure has been

influenced by two elements; the rise of family income and media which have been depicted through pink dotted arrows. People tend to travel more due to increased family income. Also, many families have relatives residing overseas which gave higher international exposure to the families. International exposure and media have been found to be influencing people's values leading to a 'culture shift' and they have been shown by red dotted arrows.

The black bold arrows represent the factors that have influenced the Generation Y profile.

The schematic indicates that Bangladesh's change of socioeconomic status and globalisation have several properties that influenced the profile, and several have been influenced by each other. Furthermore, some rationales have been used to support more than one characteristic in the profile.

While discussing each rationale, relevant portions of the figure that represent the aggregate theory (Figure 5.1) will be shown.

5.2.1 Independence of the nation

The independence of the country specifically influenced Generation Yers' communication skills. Figure 5.3 shows the influence of independence on the Generation Y profile.

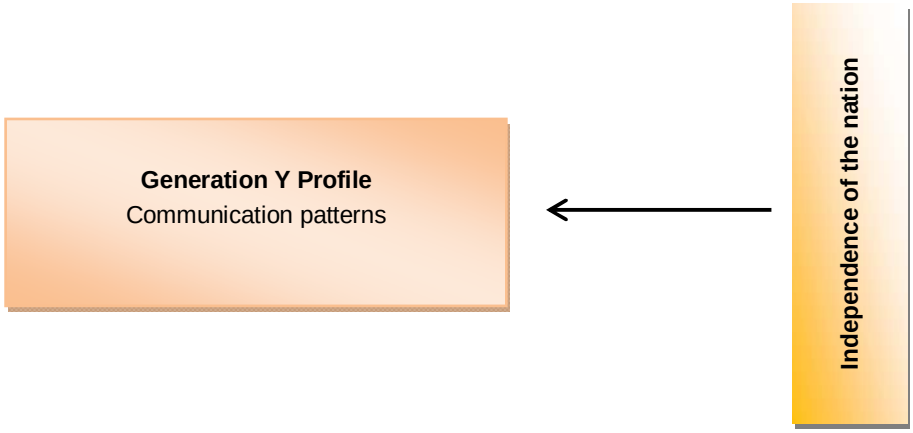


Figure 5.3 Influence of independence of the nation on Generation Y profile

The independence of the country was an intriguing localised factor suggested by the research participants as an influence on communication skill. Several research participants expressed the opinion that Generation Yers had been born into an independent nation, and therefore had a more positive attitude towards life. They perceived a 'can do attitude' which the participants saw as stimulating Generation Y to a higher confidence level which reflected in their communication with people. Several research participants observed the following with regards to the influence of Bangladeshi independence on the Generation Y profile:

> *The present generation's confidence level is very high. They have the 'can do attitude' which the earlier generation lacked sometimes. I think this positive attitude of present generation is due to being born in an independent nation. The earlier generation had dependency instilled in their minds. They thought twice before trying out something new.* (Baby Boomer male bank manager interviewee 10)

> *I think the major event which has affected the present generation [Generation Y] from the previous couple of generations is the 'independence' [of the nation]. Being raised in a dependent nation, we were pessimistic. Our vision was narrow. Our confidence was low. We thought we couldn't go very far on the 'career ladder'... They [Generation Y] believe they can achieve almost anything. They don't want to stop. So they perform well in the competitive job market.* (Baby Boomer male bank manager interviewee 6)

This notion was echoed by several Baby Boomer participants who had grown up while Bangladesh was part of Pakistan. They had experienced the negativity of being raised in a dependent nation, and growing up in a non-sovereign state appears to have made Baby Boomers reserved and cautious, and to some extent less confident. They believed that dependence had hindered their career, as opposed to Generation Yers who had been raised in an independent nation, and had not experienced dependency. This was perceived to make Generation Y a 'good fit' in the current competitive banking industry in Bangladesh.

Though no direct academic work on the independence of the nation influencing generational cohorts could be found, Schuman and Scott's (1989) work appears to come closest to explaining the influence of this localised factor. Their work argues that generational cohorts can be influenced by events experienced during adolescence and early adulthood that 'exert an important, even decisive, influence on the later attitudes and actions' (Schuman & Scott 1989, p. 359). Differences in experiences and attitudes during upbringing results in variations in work related attitudes and expectations that organisations should keep in mind (Joshi et al. 2010). The current study was not designed to explore collective memories that appeared to affect different

generational cohorts, but the idea of 'independence' as a local factor that seems to have contributed to the generational profile is worth noting. Future research could be conducted to explore the significance of sovereignty in characterising a generational cohort and the associated 'collective memories' that shape the workplace behaviours and attitudes of different generational cohorts.

5.2.2 Changes in Bangladesh's social economic status

Socioeconomic changes in the country appear to be one of the major factors explaining Generation Y's profile. Socioeconomic changes have influenced Generation Y by forcing changes in family structure, promoting economic development and encouraging the establishment of Western-oriented private universities. The influence of socio-economic changes in the country on Generation Y's profile is outlined in Figure 5.4.

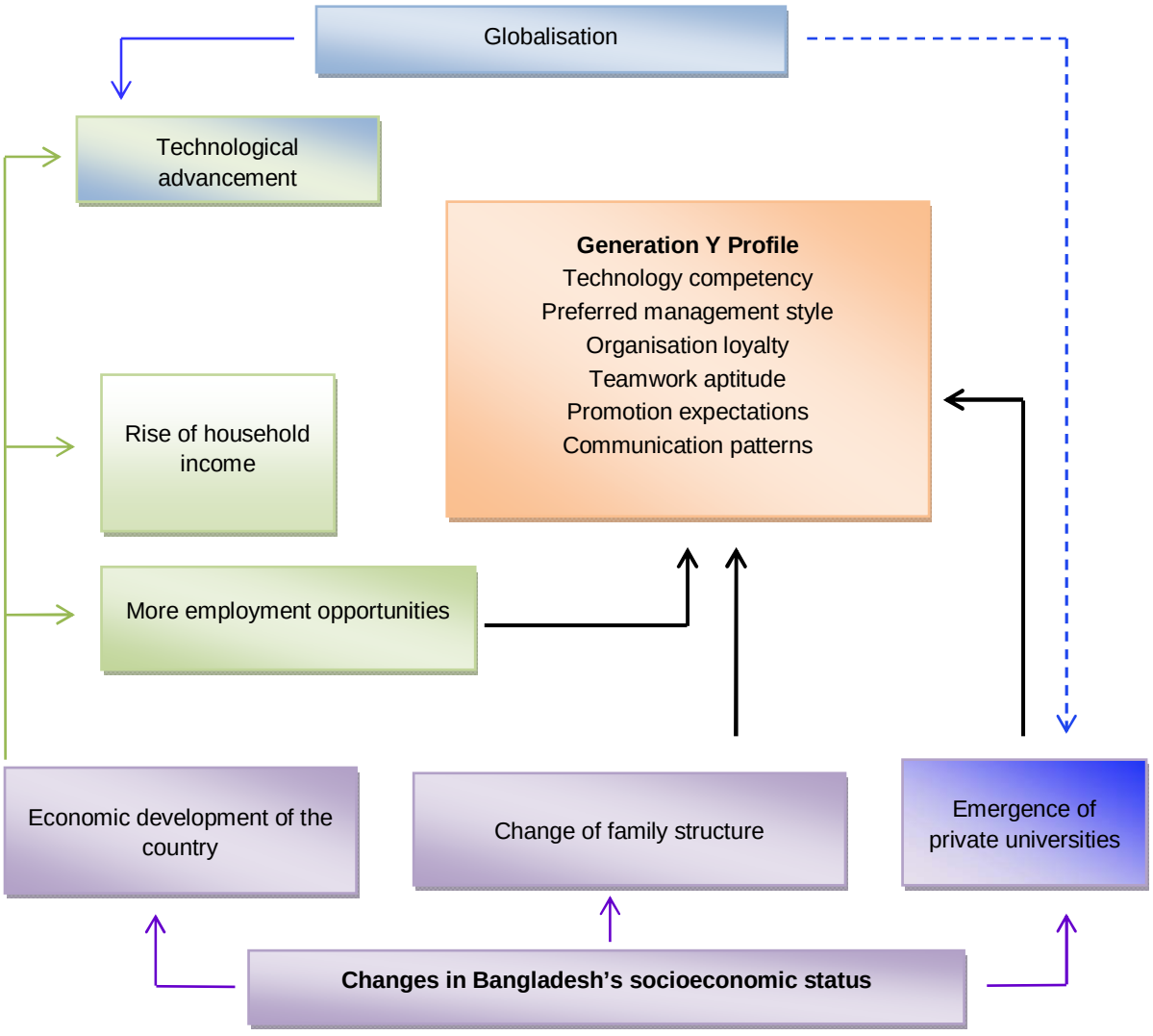


Figure 5.4 Influence of changes in socioeconomic status on Generation Y profile

Change of family structure. Changes in the Bangladeshi family structure were perceived as influencing Generation Y's management style preferences. Research participants suggested that in nuclear families parents tended to be more accommodative and children were given more opportunity to participate than in previous generations. For earlier generations, like Baby Boomers and Generation X, most decisions had been taken by the family head, who was usually the grandfather, or the eldest paternal uncle. A male Generation X business faculty participant remembered the time when he was growing up in the following way:

> *I have an elder sister and I am the eldest son of three. I always listened to what my father said. Even now, we brothers and sister never say anything against our parents. Whatever my father thinks is the best, we listen to that. But look at my sons who are only six and four. They already have their opinions. They always ask questions. We never dared give our opinion to our parents. We were taught that it is regarded as disobedience.* (Generation X male business faculty interviewee 25)

Modernisation in developing countries almost always initiates changes in family structure, education levels and urbanisation (Inkeles 1975; Jackson 2011; Sachs 2005). It has been documented, for example, that family structure usually changes from extended to nuclear when a society modernises (Newson et al. 2005). The change in family structure usually includes fewer children, and the children (starting from late Generation X) are allowed to express their opinions. Their voices may not count in all families or on all occasions, but Generation Y has become used to giving opinions, unlike the previous two generations.

Modernisation inevitably involves urbanisation, and researchers have observed that 'the urbanisation process in Bangladesh is very active'. Massive urbanisation expands economic activity and job creation (Ahmed, S 2007), while also increasing individualism through economic growth (Hamamura 2011). Since Bangladesh has experienced modest economic growth over the last two decades, family sizes have grown smaller, especially in the urban areas. It is highly likely that Generation Yers have been expressing more individualistic behaviour in this situation than the previous two generations.

It has been observed that cultural values may change with modernisation (Jackson 2011), including the adoption of more individualistic values, such as self-expression or voicing opinions (Hamamura 2011). Societal modernisation and individualism seem to go hand-in-hand, and Bangladesh is one of the countries that has been investigated by researchers (Inkeles 1975; Sachs 2005). These studies feasibly strengthen the notion of a shift towards more individualistic

behaviour in the context of Bangladesh. Conceivably, Generation Yers' preference for inclusive styles of management in the workplaces is a reflection of being raised in a changed family structure not experienced by the two earlier generational cohorts.

Economic development of the country. Meaningful economic development results in economic growth (in terms of output), which can support higher standards of living (greater income, higher consumption, access to health, sanitation, education, housing), and increase individual freedom of choice and 'self-actualisation' (achieved through social, political and economic systems promoting human dignity and respect) (Dodor & Rana 2007, p. 76). Rises in family income levels and more job opportunities have resulted from economic growth in Bangladesh. Analysis of the research participants' responses suggests that Bangladesh's economic development has influenced Generation Y's technological competency, organisational loyalty and promotion expectations.

Major economic reforms in Bangladesh took place during the 1980s and 1990s (Ahluwalia & Mahmud 2004; Ahmed 2005; Ahmed, KS 2007; Islam 1999; Khan 2000; Mahmud et al. 2010; World Bank 2007) that allowed private and foreign investment in the country and the denationalisation of public sector industries as previously discussed in Chapter 2. The economic reforms have resulted in a rapid increase in the number of jobs available in Bangladesh since the mid-1990s because of an increased number of local and multinational organisations in the economy.

Furthermore, due to the Financial Sector Reform Program (FSRP) in the 1990s, financial institutions such as banks, insurance, leasing and investment companies emerged as major job providers in Bangladesh (Ahluwalia & Mahmud 2004; Islam 1999; Mahmud et al. 2010). Research participants revealed that economic changes resulted in increased purchasing power for the middle class, improved life style, higher availability of educational facilities and significant investment from the foreign and private sectors in the national economy. Since early 2000, job availability at local and multinational financial institutions has increased as they opened numerous branches in the major cities of the country. During the same time (around 2000), Generation Y, being in their early 20s, started to enter the workforce.

Generation X and Baby Boomer managers perceived this rise in the competitive situation in the banking industry to be one of the main reasons behind Generation Y's willingness to switch jobs. They commented on employment options in the competitive banking sector during interviews.

> *Let me give you an example. One of my 'employees' [Generation Y business graduate] switched to some other local bank which is kind of 'weird' because mine is a multinational bank and 'moreover it has its own status'. So why would someone move to a local bank from a multinational bank? I asked the employee that why was he doing so? He [Generation Y business graduate] replied that that as he was employed in a multinational bank, he was considered to be a 'hot stuff' and everyone was willing to give him job. And the local banks take this opportunity and recruited him with a five thousand taka [Bangladeshi Currency] salary increase. I think this was an 'egoistic decision' and a 'false sense of I am the best'.* (Baby Boomer male bank manager interviewee 6)

> *In our time we had less 'job opportunity' and more 'job insecurity. The young people are getting more job opportunities now. So it is obvious that they will choose the best job for them from large number of options they have.* (Baby Boomer male bank manager interviewee 3)

> *Recent growth in business transactions and trading volume has increased in financial and industrial sectors in Bangladesh. We now have nearly hundred banks, insurance companies and leasing companies. Many new generation employees have started their banking career in a time when the financial sector is already faced with competitive situation. Earlier it was not as competitive as now and bankers had to wait quite a long time for a new opportunity to open up.* (Baby Boomer male bank manager interviewee 22)

The bank managers' statements highlight the presence of a competitive market in the banking sector. They felt that more job opportunities encouraged Generation Y to be less loyal to an organisation. They believed that had there been fewer jobs available in the market, a new graduate would not have planned switching organisations. So, a local factor, i.e. the competitive market situation, possibly encourages Generation Y to be less committed to their jobs. Similarly, availability of job opportunities was identified as a probable factor in Generation Y's promotion expectations. Bank managers perceived that Generation Y employees expected quick promotions, and if their promotion expectations were not met then they would start to look for available opportunities elsewhere. This is reflected in the following comment made by a Baby Boomer bank manager:

> *Today's fresh employees want to climb the career ladder quickly... No wonder they [Generation Y] expect quick promotions. They know that if they do not get quick promotions or large increments, they will get a job in another bank.* (Baby Boomer male bank manager interviewee 10)

The comments indicate that, unlike the previous two generational cohorts, Generation Y is offered more options because of economic and societal changes. This appears to have encouraged them to expect higher remuneration and quicker promotions in the competitive banking sector. A possible

relationship can also be comprehended between promotion expectations and the organisational commitment of Generation Y employees. From the bank managers' point of view, unfulfilled expectations with regards to promotions and increments allow Generation Y employees to worry less about loyalty. Possibly, unfulfilled promotion expectations cause some Generation Y employees to be dissatisfied, and the literature has shown that dissatisfied employees' job turnover ratio is higher (Boswell, Boudreau & Tichy 2005; Huang & Van De Vliert 2003; Karsh, Booske & Sainfort 2005).

Researchers have established that economic development in a country contributes to a shift from a collectivist to an individualistic orientation (Allik & Realo 2004; Hofstede 2001, 2007; Triandis 1995). Data from the Generation Y employees who participated in the current study indicated that they perceived lower job commitment and the expectation of quick promotion could be interpreted as a possible shift towards a more individualistic orientation typical of a country witnessing economic reform. As a nation moves towards a market economy, materialism and competition motivate people to be more achievement-oriented, valuing individual success and material wealth (Du 2011).

In the Indian context, Shah (2009) states that India's 1991 economic liberalisation encouraged the younger generation to exhibit different behaviours and attitudes from those which had previously dominated in the economy. In a recent study, Hofstede (2007) suggests that there is a positive relationship between the affluence of a country and individualism and growing individualism has been noticed amongst Asian nations. Thus, affluence reduces the differences between Asian and Western nations with respect to individualism. For example, Chinese post 1980 generations have displayed a shift from a collectivist to an individualistic orientation because of the rapid economic development in that country (Du 2011).

Emergence of private universities. Private universities have had a major influence on the profile of Generation Y in the current research context. Private universities in Bangladesh emerged in the early 1990s and there are currently 54 operating in the country (University Grants Commission of Bangladesh 2011). These private higher educational institutions are evidence of increased economic progress of the country. Private universities have been perceived to influence Generation Yers' technological competence, preferred management style, organisational commitment, promotion expectations, teamwork aptitude and communication patterns.

The impact of private universities on technological competence. Generation Y's *technological competence* has been nurtured in private universities during the four years of the BBA program. The universities follow Western curricula and teaching techniques which require extensive use of technology. These institutions offer modern computer labs with Internet access for their students. Due to academic requirements, students in private universities are required to use computers and the Internet to prepare and present their studies, assignments and research reports. During their academic lives, Generation Y also became familiar with computer applications such as MS *Word*, *Excel*, and *PowerPoint*. Business faculty participants explained that:

> *You need to be good in computers to survive in organisations. All work is computer based. Unless we [business faculty members] prepare them in the university, it would be difficult for them at work.* (Generation X male business faculty interviewee 24)

Different courses have different focuses and offer the development of different skills. For example, in finance courses, there is more focus on calculations such as ratios and trend analyses, while marketing courses may require 'colourful and attractive diagrams such as bar charts and pie charts'. The extensive use of computer applications in various courses prepared business students for the workplace as was recognised by bank managers. The participant bank managers repeatedly referred to Generation Yers' technological competency with regards to preparing reports, diagrams and slides using Microsoft *Excel* and *PowerPoint*, along with other software.

Some of the managers specifically observed that private university business graduates were more comfortable in handling technology than public university graduates. One of them said:

> *I have seen public university graduates unable to hold a mouse. But this is not an issue for private university graduates. They are good with preparing diagrams, graphs etc. using Microsoft Excel. Some of them are really good in graphics.* (Generation X male bank manager interviewee 16)

Generation Y interview participants identified technological skill to be mostly learnt from their higher education providers. On some occasions they recognised that this particular skill provided with them an edge over some employees.

> *My boss always gives me the 'responsibility to prepare reports'. Because, he likes my prepared graphs and charts. So, I know ahead when reporting is due; I will be given the responsibility for that.* (Generation Y business graduate interviewee 59)

> *My boss is very dynamic. He tells me to help others with computers. Usually those who are from public universities, they are not as familiar as we are (private*

> *universities graduates). Also, my older colleagues ask for help with software or applications in many occasions which I gladly do.* (Generation Y male business graduate interviewee 60)

The statements indicate that Generation Y employees could be spending time on work that is not in their job description, which would imply misused time. On the other hand, they were in an advantageous situation where they could help out colleagues, which perhaps provided an opportunity to create a rapport with them. It was not within the scope of the study to explore this issue; future work may focus on Generation Y's technology competency and its implication at work.

The impact of private universities on management preferences. Tertiary education at private universities has theoretically influenced Generation Y's preference for an *inclusive style of management*. They have been exposed to Western management philosophies and techniques in different management courses during their four year BBA program. They have been made aware of 'top down and bottom up management approaches' and how Western organisations operated through extensive case studies. They have participated in classroom activities like role plays in different management courses. Furthermore, 'corporate guest speakers' from banks and other institutions visit their universities and share their respective organisations' expectations and personal corporate experiences with the students in particular management courses, seminars or during workshops. Presumably these experiences at private universities have shaped their expectations of future work environments with regards to similar management styles at workplaces.

This situation poses an interesting question about whether banks are actually expecting their employees to be trained in an inclusive style of management. The data revealed a mixed reaction from bank managers; it was evident that several Baby Boomer bank managers were somewhat annoyed by Generation Yers voicing their opinions. If some banks' expectations are to obtain Generation Y employees exposed to the idea of an inclusive style of management, private universities certainly seem to be preparing their business graduates to meet that expectation.

Faculty participants pointed out that in addition to using Western curricula, they try to create an atmosphere which fosters active participation on the part of their students:

> *Students at private universities are very fortunate as they can ask questions or share their thoughts and ideas in the classes. In our day, we used to sit and take notes and that was it. We were never asked to give our views in the class or anything. Speaking*

> *up in the class would have meant disrespecting the teacher. We didn't dare go to any teacher to discuss any problem. But now students have open access to us. We have office hours for them so that they can come to us for any problem.* (Baby Boomer male business faculty interviewee 31)

The above comment indicates that two likely changes are developed in the private universities. Firstly, the classroom environment is characterised by a low power distance orientation that influences Generation Y business graduates in real work life. In class, teachers and students are allowed and encouraged to communicate easily in a low power distance society (Terzi 2011). Secondly, participation and expressing opinions are features of an individualistic as opposed to a collectivistic classroom orientation.

Both of these conceivable shifts from collectivism to individualism and from high to low power distance orientations have been suggested as result of the economic development of a country (Hofstede 1980; 1983 cited in Allen et al. 2007). Given Bangladesh's economic growth over the last two decades, these sorts of shifts in cultural attitudes appear to be plausible.

Classroom activities involving Generation Yers' dynamic participation may have influenced their expectations regarding the role of their managers. Managers in this sample reported experiencing a wave of Western management supervision expectations from younger employees. It is possible that private universities are playing a key role in bringing in a gradual change in management practices from the traditional top down methods to a more inclusive management style. When Asian managers and academics obtain degrees from Western countries their management practices exhibit strong Western influences and management preferences (Liden 2012).

Examples of such Western reflection in management practices also have been observed in India, Taiwan, Hong Kong, Macau, Taiwan, Singapore and South Korea (Liden 2012). Therefore, it can be reasonably postulated that the exposure of Bangladeshi private university students to Western curricula and text books has led them to express preferences for Western managerial attitudes and methods. Ramamoorthy and colleagues (2005) in a cross cultural study revealed to their surprise that their Indian sample demonstrated more individualistic behaviour than their US or Irish samples. Western style tertiary education was identified as one of the critical factors influencing the Indian sample.

Daller and Yildiz (2006), while looking into power distance in six countries, sampled elite business students because the researchers believed that globalisation would affect this group of

students first since they are trained to work in the worldwide framework of the Western market economy. The sampling for the current study expressed similar reasoning, speculating that the force of globalisation was dispersing Western management practices even in a third world country like Bangladesh through higher educational institutions.

The impact of private universities on communication skills. Western curricula and educational classroom practices appear to have also contributed to Generation Y's perceived *communication competency*. Western education practices tend to increase the confidence level of business graduates, which assists them when they apply for jobs and helps them perform effectively at work. Industry-based assignments give them an understanding of the workplace. And they have been encouraged to express their ideas and opinions both informally in class discussion and by giving formal oral presentations in class.

In this research context, business communication courses have been identified specifically as having equipped Generation Y with needed verbal, non-verbal (e.g. appearance), written (e.g. drafting official letters) and interpersonal communication skills. The following observations were made with regards to private universities' contribution towards preparing the communication skills of Bangladeshi Generation Y.

> *In today's competitive business world, organisations value communication skills the most. So being good in oral and written communication is a necessity. As a communication faculty I focus on presentations so that students don't feel shy to talk to people. Another aspect which is of high importance in today's business world is professionalism which includes courtesy, manner and etiquette.* (Baby Boomer male business faculty interviewee 30)

> *By countless presentations the university helped me to develop a faith in myself. The practice of presentation helped me so much that there was a time when I could talk fluently without looking at the sheets. I got familiar with slides and projector. We even had a course which taught us about corporate body language… I learnt how to deal with different people. I will obviously treat a customer who is from 'Puran Dhaka' [old part of Dhaka city] differently than a foreigner. The message will be same but I may have to use a different style of communication. I have to understand my customers' needs and communicate accordingly. I got communicating skills from English courses and business communication courses as well.* (Generation Y female business graduate interviewee 68)

> *Business communication courses helped me to obtain communication skills which I use for internal banking and internal corresponding. I think I have good communication skills as most of the time my bank manager selects me as 'inter-bank'*

> *and 'internal correspondent'… I learnt communication skills and interpersonal skills through mixing with many people. Now I can handle and deal with different kinds of clients even 'big shot clients' from the 'high society'.* (Generation Y male business graduate interviewee 55)
>
> *The habit of presenting in many courses made me confident in many respects. I can confidently face the audience, take questions and can handle the situation. I can interact well and manage situation well.* (Generation Y male business graduate interviewee 51)
>
> *Communication is a very important skill. To prosper in life one has to share his views and speak up for himself. But in Bangladeshi culture we are taught from or early childhood that we cannot speak against or argue with our elders. Whatever they say that has to be right always. We cannot even go for a healthy argument. This cultural concept makes us less confident and as a result people cannot share their views properly. They feel shy that if he's wrong, what others will say? But the culture in the classroom is changing. In private universities teachers always encourage their students to speak up for themselves and this changing culture has now shifted from private to public universities as many of the private university faculties are part timers from public institutions.* (Baby Boomer male business faculty interviewee 46)

Educational institutions are a medium that influence students' practices and behaviours (Terzi 2011). It can be observed from the above statements that private universities are playing an essential role in preparing their graduates with necessary communication skills and in the process are conceivably increasing Generation Yers' expectations for lower power distance in their relationships in their work environment.

The impact of private universities on teamwork capacity. Generation Y employees' *teamwork aptitude* appears to have been nurtured at the Bangladeshi private universities. Business faculty participants revealed that they design their courses in such a way that there are group activities throughout the coursework. For example, they have group assignments, such as case studies, projects at the end of the semester and presentations. Sometimes, they engage students in class activities in groups. There are several reasons for group activities. Firstly, group work has wide applicability in the students' future work lives. Secondly, as the course design follows the North American curricula where extensive group activities are included, business academics include group activities in their courses. The following three participant comments relate to the inclusion of teamwork as part of student assessment during their education at a private university.

> *I include many group activities so that students learn how to work in a team. For example, I give a case study in the class to solve and ask them to present one question from each group. Sometimes, I ask them to submit a solved case study and consider it*

> *as a group assignment. I tend to keep 20 – 30% of the assessment in group activities which includes short assignments and term papers. I try to make sure that through these activities they learn group dynamics. Because, ultimately when they will enter the work life, they have to get involved in teams and each member has to perform for the team's success.* (Generation X male business faculty interviewee 34)
>
> *There are team activities in my courses. I teach marketing and I know that in actual work life, students will be faced with team work. Many times, students come to me and complain about a team member. I never let them change any team members because in actual life, even if you don't like a team member, you can't change them. You have to perform well even with a team member with whom you don't get along. There are 'free riders' in actual life too. But through the teamwork everyone learns how to cope in a team situation.* (Baby Boomer female business faculty interviewee 45)
>
> *I always give assignments, presentations and projects to perform in teams. I don't allow the students to make their own team. I form the team by doing a 'lottery'. This way, they learn to work in diverse team situations where everyone is not your friend. I think these team work activities that we [faculty members] give to our students help them in actual work situations in future. And, employers have actually told us that our students are good team players.* (Generation X male business faculty interviewee 41)

Generation Y business graduate interview participants noted the positive impact of group work in real life situations. They recognised teamwork skill as one of the most important skills required in the work environment. Specifically, business graduates were asked to identify skills learned at private universities that proved helpful in real work life and 'teamwork' was one of the most cited ones. The questionnaire findings also confirmed that business graduates experienced teamwork as a contributing factor to good performance appraisals.

Generation Y interview participants pointed out that they were not oriented to group work in schools and colleges. They traced their exposure to group activities to private universities where they acquired teamwork skills. Interestingly, although Bangladesh is traditionally a collectivist society, in which individuals should be comfortable in teams and put group goals ahead of individual achievements (Kemmelmeier et al. 2003; Kulkarni et al. 2010), the participants were quite clear in explaining that they were only exposed to teamwork at university. Interview participants unanimously pointed to a lack of exposure to teamwork in the education system in Bangladesh.

Adaptability was linked with team work ability by several Generation Y business graduates. They perceived that through teamwork they had learned to adapt to different types of team members from various socioeconomic backgrounds.

> *Understanding group dynamics is a learning process. Students learn to adapt to others who have quite different temperaments and learn from each other.* (Generation Y male business graduate interviewee 66)
>
> *We were given lots of project work. Also we solved cases in class periods. They were really helpful. I learned that every team member is different. Everyone works differently, tackles a situation from different angle. Unless I got the opportunity to get involved in teamwork during my BBA program, I am sure I would have faced lots of trouble at work as in our department; we have to work in teams.* (Generation Y male business graduate interviewee 58)
>
> *Group work helped me to be adaptable to different types of clients and colleagues at work.* (Generation Y male business graduate interviewee 57)
>
> *Participation in group projects exposed me to adjust to diversified people. That is really helping me now at work.* (Generation Y female business graduate interviewee 64)

The comments suggest that adaptability is considered helpful in an organisational setting, and that Generation Y has acquired adaptability through teamwork activities in the university. The comments indicate that Generation Y places importance on being able to cope with the personalities of varied group members. It is safe to assume that, unlike Western countries where group composition is often more diverse due to multiculturalism, the Bangladeshi work environment consists of team members who share a more homogenous cultural background (Chowdhury & Mahmood 2011; Hussain 2011). In the absence of multiculturalism, however, the varied personalities of team members challenge Generation Y business graduates, and dealing with this challenge encourages adaptability.

The impact of private universities on expectations of promotion. Generation Y also tended to have high expectations with regard to their *promotions*. High expectations were referred to in terms of high salaries, quick promotions, frequent increments, attractive bonuses, accessibility to ATM cards, cars and other perks. Generation X and Baby Boomer participants perceived Generation Y business graduates as 'ambitious', and thought this was because their parents had paid significant personal tuition fees compared to older generations who had attended highly subsidised public universities for their higher education. Members from the earlier two generations reasoned that expensive tuition encouraged Generation Y to think of higher education as a financial investment and to expect high salaries and quick promotion in their jobs. The following observations were made during discussions of education as a financial investment.

> *Some students capitalise upon their education. For example, they think that they paid a lot for education so they should get a highly paid job after graduation.* (Generation X male business faculty interviewee 33)
>
> *Private university graduates [Generation Y] have high salary expectations because they pay 'high tuition'... They want to climb the career ladder rapidly.* (Generation X male business faculty interviewee 35)
>
> *The new generation people are highly ambitious. They [Generation Y] think that 'I have graduated from a good university', 'I have good CGPA (Cumulative Grade Point Average)', and so I need a cell phone, credit card, computer and so on. But they forget to 'respect the rules'. Their expectations are very high but they forget the fact that they have to earn these by their hard work. This tendency is a Western influence for sure. Today's generation doesn't know what to adapt to and what not to.* (Baby Boomer male bank manager interviewee 10)

Several research participants commented that traditionally, like any other industry, banking sector promotions were based on seniority as opposed to performance in Bangladesh. However, because of the introduction of modern management practices many banks had opted for performance-based appraisal, and faster promotions and increments had become quite common.

It is possible that bank managers familiar with the previous (seniority based) management practices perceived Generation Yers' expectation of faster promotion as inflated. Several bank managers believed globalisation was to blame. Private universities introducing Western curricula could also be viewed as the route through which Western philosophies and practices created an impression in the young minds of Generation Y, including the idea of quick rewards.

The bank managers felt that failure to attain quick promotions sometimes led to Generation Yers becoming de-motivated at work. The following comments were made in this regard:

> *They [Generation Y] see a mismatch between expectation and reality. Because, the private university graduates think that banking will be a very 'flashy job'. Within six months they will get a car and everything. But the reality is not that easy. It is not a 'glamorous job' and is 'sometimes boring'. So, these graduates start to get 'jumpy' or become easily de-motivated.* (Generation X female bank manager interviewee 9)
>
> *Everyone [Generation Y] thinks a 'banking career is flashy and glamorous'. So, after joining when they cannot get promotions every year and find that they have to work long hours and sometimes on week-ends, they become easily frustrated.* (Generation X male bank manager interviewee 20)

Managers observed that if there was a 'mismatch' between expectations and perceptions of what the job actually offered, Generation Y employees were likely to become de-motivated, frustrated and inclined to switch jobs.

Generation Y interview participants were asked about their expectations from their undergraduate degrees. About half of them revealed that they specifically wanted to 'get a job at a bank' or more broadly to 'get a good job'. On closer enquiry they explained that 'a good job' meant obtaining a high salary in a career oriented position with other benefits, such as bonus, increments, cars and ATM cards. According to these participants, their expectations were fulfilled as they had obtained what they wished for and expressed their satisfaction. The other half of the Generation Y interview participants had had their expectations partially or not fulfilled at all. They explained this in various ways, such as 'did not get major (e.g. marketing or finance) related job' or 'cannot apply own ideas with full freedom'. It needs to be noted that all Generation Y interview participants were employed in their first jobs.

In contradiction to bank managers' perceptions of Generation Yers' lower job commitment, the questionnaire findings revealed that approximately half of the Generation Y participants had never switched their jobs and remained with their original employers. This data indicates that the perceptions of Generation X and Baby Boomer bank managers with regards to Generation Yers' lower organisational loyalty could be overestimations. In addition, certain bank manager participants revealed a tendency to view older employees as more loyal to an institution.

A possible explanation for this bias is that previously jobs in government institutions had been highly sought after by people in Bangladesh because they were accompanied by pension benefits after retirement, unlike jobs in private organisations. People were loyal to government jobs in order to obtain the pension benefits in retirement. However, government jobs come with political affiliation in most instances, and the salary scales in government jobs are significantly lower than in private organisations.

The research data indicated that the Generation Y business graduates in the study had never been attracted to government institutions because of the low salary scales or the need for political connections. It could be surmised that private university students did not want to get involved politically and thus chose private universities. Questionnaire findings reinforced the notion that private university graduates disliked political affiliation. The primary reason for studying in a private university was to be graduated 'on time', which was not possible in government universities because of 'session jams' and political interference by the main political parties in Bangladesh (discussed in Chapter 2). As many participants identified avoiding political affiliation

as one of the major motivators for choosing private universities, it can be inferred that government jobs which required high loyalty were similarly not attractive to them. Thus, the perceptions of disloyalty expressed by certain bank managers may have been based on their view of Generation Yers' disinterest in employment in government institutions.

Generation Yers' inclination for quick promotions due to higher expectations and tendency to switch jobs for better opportunities could also be viewed as a demonstration of a more individual outlook. Research has revealed that students who have experienced Westernised education practices in a dynamic society which has experienced economic liberalisation may possess both individualistic and collectivistic values (Karakitapoglu-Aygün & Sayım 2007; Ramamoorthy et al. 2005). Of the two dimensions, which one would be stimulated depends on the 'relative salience of the situation' (Agarwala 2008). Tamis-LeMonda and colleagues (2008), in a theoretical paper, suggest there is a 'dynamic coexistence of autonomy and relatedness', considered to be developmental goals, like those used by parents to nurture children's individualistic and collectivist values. Which particular values are enforced to facilitate the development of effective behaviour and attitudes depends on the shifting social, political and economic situations in which children are being raised. For example, starting school, transition to adolescence or migrating to a new country would result in an emphasis on different behaviours, oriented to either individualistic or collectivist attitudes.

In another study conducted in India, Agarwala (2008) identified the factors influencing the career choices of management students. The study revealed that Indian students were divided between the individualism and collectivism dimensions. Those with stronger inclinations toward individualism tended to prefer material benefits such as career advancement, money and social prestige. Similarly, Shah (2009) reveals that young Indians tend to show more individualistic behaviour at work while preserving traditional collectivistic orientations at the family level.

Both these studies (Agarwala 2008; Shah 2009) suggest that in India, which is culturally very similar to Bangladesh, young people demonstrate both individualistic and collectivist orientations in different situations. The present study does not have the scope to explore whether Generation Y employees are motivated by different factors or show different behaviour at work and family situations. But Agarwala's (2008) and Shah's (2009) studies are a plausible indication that Generation Y research participants may have demonstrated higher individualistic behaviours at work which may or may not be equally present at the family level.

5.2.3 The financial and social status of the family

Evidence from the data analysis suggests that the financial and social status of the family influences Generation Y business graduates in terms of their perceived organisational loyalty, promotion expectations and communication patterns. The financial and social status of the family has been strongly influenced by four factors (Figure 5.5). These include:

- international exposure
- more employment opportunities in the economy
- rise of household income
- change of family structure.

The influences on Generation Y's family's financial and social status are illustrated in Figure 5.5.

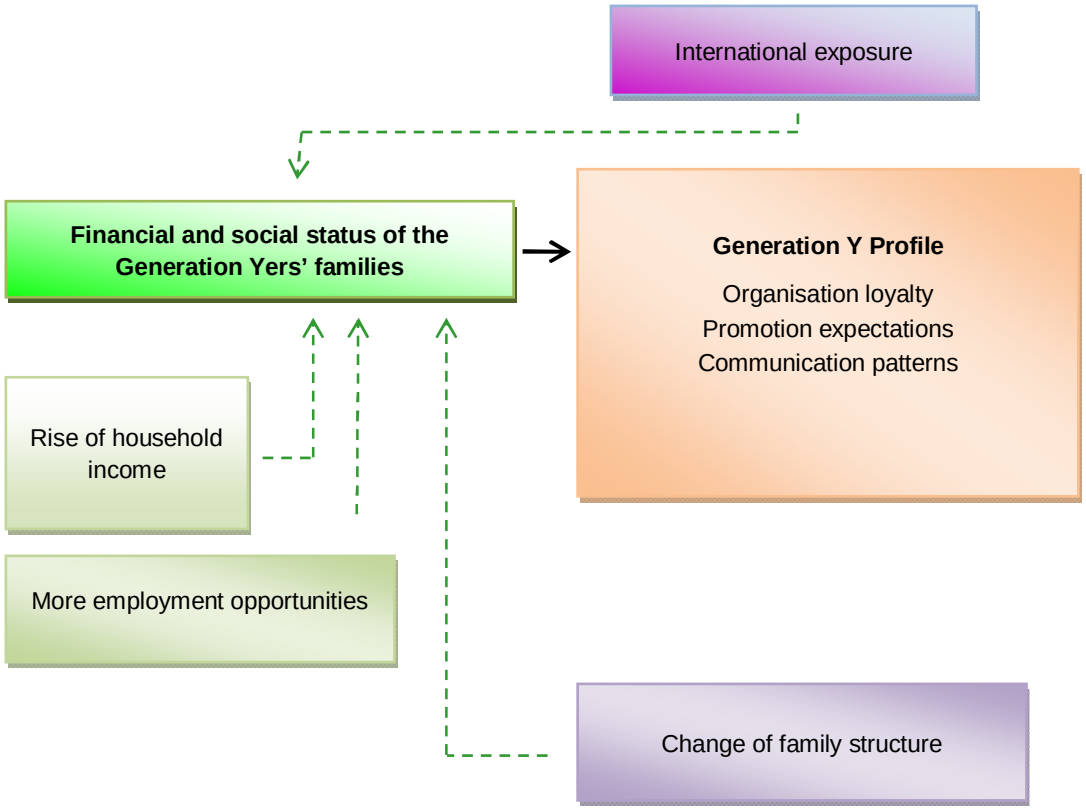


Figure 5.5 Influence of financial and social status of the family on the Generation Y profile

The following discussion explores how Generation Yers' families' financial status has influenced their organisational loyalty, promotion expectations and communication pattern.

Organisational loyalty and promotion expectations. Evidence from participant data suggests that the financial and social background of families contributes to the perception of Generation Yers as disloyal employees willing to change jobs to suit themselves. Generation X and Baby Boomer managers perceived that Generation Y graduates from private universities, who are now employed, continue to receive financial support from their families, which are more nuclear in their structure than previously in Bangladesh. Generation Y graduates have also had access to increased economic opportunities in the market. Families with fewer dependent family members have experienced increased household disposable income. By growing up in financially well off families, many Generation Yers working in banks have had to face fewer struggles in life than previous generations. Generation X and Baby Boomers were inclined to believe that less struggle made Generation Y 'immature', 'narrow visioned' and 'short-sighted'. Two observations with regards to Generation Ys' lack of job commitment due to family background were recounted as:

> *Private university graduates [Generation Y] sometimes 'lack in keeping commitment and seriousness' as they think they can find jobs easily using their family background. They 'lack in maturity' as they have to go through less struggles. Here their family background matters as most of the private university students are coming from rich families. So, they had to go through fewer struggles. Due to 'lack of maturity', they 'lack vision' On the other hand public university graduates come to work with 'long term vision' and they have less job switching tendency.* (Generation X female bank manager interviewee 9)

> *Private university students [Generation Y] are 'job hoppers'. They change jobs very frequently. I think this happens because most of the private university students are from financially well-off families with backgrounds in studying in 'English medium schools' or the 'leading Bengali medium schools'. In contrast, in public universities there are also students who come from different status and villages. Whenever they get any job they have the 'urge to stick to it' as they know it is very difficult to get another job. But private university students have the 'confidence' that 'they can sell themselves well' as 'their acceptability is high in the market' and they have 'more options'. As a result, they sometimes get 'puzzled' while establishing their career. As they come from financially well-off families, they 'do not work for living' so their 'foresight becomes shorter'.* (Generation X female bank manager interviewee 21)

In the above two comments, Generation Y employees are perceived as having a high level of financial security, and this situation is described in negative terms. Due to financial solvency, Generation Yers are characterised as being 'narrow' in their vision, which encourages them to take any available opportunity for advancement. Bank managers observed that Generation Y seemed not to consider the long-term benefits of staying longer with one organisation. Rather,

they opted for short-term, immediate benefits due to their 'narrow vision'. The following comment reflects the older generation's view of the importance of long-term commitment towards an organisation:

> *If they [Generation Y] stay in an organisation for a long time, it has its benefits. If you perform well, you become well known to others. Also, you become eligible for different monetary and non-monetary benefits. If you switch frequently, then employers know that your dedication is low. So, it actually goes against you.* (Generation X female bank manager interviewee 14)

Limited vision was noticed in Generation Yers' promotion expectations. Generation X and Baby Boomers indicated that Generation Y's narrow vision also affects their promotion expectations. Those belonging to upper middle to upper class were likely to demand quicker promotions and higher remuneration due to their increased 'spending needs'. Thus, bank managers and business faculty participants perceived the majority of new private university graduates (Generation Y) as generally 'short sighted' or 'not career focussed'. Several bank managers and business faculty participants supposed that building a long term career in one institution was compromised for higher remuneration. Bank managers observed that in order to keep up with their level of 'life style', Generation Y desired quicker promotions and higher compensation in the workplaces. The following observations demonstrate opinions held by Generation X and Baby Boomer participants regarding Generation Ys' family background impacting their promotion expectations.

> *Those [Generation Y] who are from upper class families are 'care free'. A 'rich student' will try to reach at higher post or try to earn money as fast as possible. But the student who is not from a financially sound background will choose to stay 'slow and steady'.* (Baby Boomer female business faculty interviewee 36)

> *They [upper class Generation] want quick money. So sometimes they move from one organisation to another just for few thousands of taka [Bangladeshi currency].* (Generation X male bank manager interviewee 7)

Generation Yers appeared not to understand the importance of hard work and patience for advancement; In order to get a quick but insignificant financial gain or positional raise, Generation Y actually forfeited long term benefit which they would have received eventually had they been patient. Furthermore, Generation Yers from a higher financial background tended to demonstrate more individualistic tendencies, unlike someone from a lower financially background.

As previously noted, affluence tends to drive people towards more individualism (Triandis 1995, 2004). Moreover, most Generation Yers do not have family liabilities such as aging parents, or

many younger siblings, or their own separate families to look after. Generation Yers have been raised in a more nuclear family structure than most Generation Xers or Baby Boomers in Bangladesh, who were brought up in the traditional extended family structure, and the nuclear family structure predominantly represents an individualistic cultural orientation (Hofstede 2001).

Thus, having been brought up in an affluent, nuclear family structure, and often a more urban environment, many Bangladeshi Generation Y members appeared to be more present oriented and likely take more chances to obtain better jobs (e.g. higher salaries, better package). Baby Boomers and Generation X managers were of the opinion that their Generation Y employees tended to spend more money and exhibit a short-term orientation in their lifestyles, typical of youth in Western societies.

Franke, Hofstede and Bond (1991, 2002) have suggested that long-term orientation and economic growth are interrelated. Bangladesh has been identified as lying towards the long term orientation end of the continuum (Hofstede 2007). It appears that the economic development of the country has had an impact on Generation Yers' behaviour. They are conceivably showing tendencies of less future-focussed behaviour, and that could be one of the reasons why their (Generation Y) commitment to organisations was perceived to be less than that of the two previous generations.

One Head of School in a participating private university's business school, who was an early Generation X, specifically pointed out that the social and financial background of a person seemed connected to their loyalty to an organisation. He had conducted his PhD data collection among national commercial banks in Bangladesh. According to him:

> *Employees are more loyal in NCBs [Nationalised Commercial Banks] due to their background in a public university. Most public university students are from lower middle to middle class whereas in private universities, the majority of students are from upper middle to higher class. Upper class graduates [Generation Y] do not have to worry about money. Their families do not depend on their incomes.* (Generation X male business faculty interviewee 42)

A possible shift from collectivism to individualism could be apprehended amongst Generation Y employees due to their family's relative wealth and financial security. Similar individualistic behaviour has been reported among Chinese (Cao 2009; Hamamura, Xu, & Du 2011 cited in Hamamura 2011, p. 3) and Japanese individuals belonging to higher socio economic classes (Kameda et al. 2005). Eminent cultural theorists Hofstede (2001, 2007) and Triandis (1995) have indicated that wealth makes individuals more individualistic due to economic independence, and

other research tells us that this is happening in Bangladesh (Inkeles 1975; Sachs 2005). Greater financial security appears to have resulted in less uncertainty avoiding among Generation Yers, and allows the generation to avail themselves of new opportunities and to take risks with their jobs the older cohorts would not even contemplate because of their experience of an earlier culture of financial uncertainty.

Communication patterns. Research participants perceived that Generation Yers' families' social and financial status have been influenced by international exposure, which has in turn influenced their communication patterns. Generation Y business graduates from well-off families were thought to have higher confidence levels and be more outspoken, as demonstrated by the following comments:

> *Private university business graduates capitalise on their family network. I am using this network in a positive manner. Due to decent family background, their exposure is high. By exposure I mean their social upbringing, acquaintances in the society, exposure to foreign countries, etc. This exposure makes the graduates confident. For their strong family network most of the private university students are confident.* (Generation X female bank manager interviewee 9)

> *When we used to work in a group together with different students from different backgrounds chosen by the teachers, those who were from comparatively a less affluent background used to give us hard time with their poor English. It used to get very hard for us to communicate with them although many of them were meritorious students but most of them were low in confidence.* (Generation Y female business graduate interviewee 48)

> *The affluent class has more exposure. So their children are more vocal and confident in the classroom. Less affluent students are 'shy' and are more 'submissive'. They usually don't get into debates, arguments like the affluent students. So definitely students' social background matter... There is difference in the way the upper class students and the lower class students communicate. Those who ask questions in the class are financially affluent. The financially stable people are 'carefree' and they do not hesitate going into an argument with the teacher. This is an example of their upbringing. But the students who belonged to lower income group tend to be more polite. They have learnt from childhood that 'teachers are always right'.* (Generation X male business faculty interviewee 25)

Graduates from well-to-do family backgrounds tended to be more vocal or outspoken; but whether these qualities were perceived as rudeness or impoliteness amongst Generation X and Baby Boomers was unclear. They did perceive less wealthy graduates to be 'polite' or 'submissive'.

In this regard, research participants noticed that affluence meant that the families of many Generation Y members had experienced wider social exposure both locally and internationally. This is typical of the affluent class of countries, which tend to be more internationally oriented due to high mobility (Daller & Yildiz 2006). The literature also suggests that international exposure tends to change personal values (Chen & Chiu 2010; Nilan 1999). It is highly likely that graduates brought up in affluent families experience a different set of values that makes them less submissive and more visibly confident.

Managers did perceive different levels of confidence among their Generation Y employees and a variety of reasons could be ascribed to these perceptions. There was no scope to go deeper in exploring whether managers' attention differs between affluent and non-affluent Generation Y employees. Future research could attempt to identify whether managers treat different socioeconomic background Generation Y employees in a similar manner or not.

A common misperception about private university students and graduates was pointed out by several business faculty participants who noted that, while in the wider community there was a perception that all Generation Y business graduates belonged to well-to-do families, this was far from true. According to a Head of a Business School at one of the participating private universities:

> *There are so many students from middle, lower middle and lower class families who are now studying at the private universities. But because of the 'typical mind set' of the people, they still have the perception that all private university students are from rich families. At this university 30% students are from rural families. Let me give you an example: we have a student from a distant village. His father is a 'lease farmer'. He works at other people's farms and earns money by that. He has sent his son to this expensive university so that he can become a big person. Sending his son to a private university is like sending him to America or Australia for him. He doesn't want his son to be like him. He wants him to get a job in the city and have a different life.*
> (Generation X male business faculty interviewee 42)

And a male Generation X business faculty member commented:

> *The majority still prefer public university because of the tuition difference. But if they cannot take admission in public universities, parents gather money by selling DPS (Government bonds), fixed deposits etc. for their children [Generation Y] because it becomes an emotional issue if they cannot send their children for higher education.*
> (Generation X male business faculty interviewee 37)

Business faculty participants remarked that there were more students from upper middle to upper class families initially, when private universities were just emerging. However, student composition in terms of their financial background has changed greatly with the establishment of thriving private universities in the country. This is an illustration of greater prosperity which has given rise to social change.

Research participants also felt that Generation Yers' rural or urban upbringing influenced their communication patterns – more specifically the non-verbal and interpersonal aspects. For example, several research participants observed that urban Generation Y business graduates tended to be more 'Americanised' and cared more about their appearance. Many of them tended to have a more Westernised appearance, unlike those Generation Y students who came from rural areas. Also, several research participants perceived that many students from rural areas were inclined to be more 'docile' and less outspoken, similar to less affluent students. Some of the relevant comments made in this connection were:

> *The students who are from the 'city' are more concerned about their 'appearance'. Their gestures are different than the students who are from villages. The city students follow the Western society more. They wear trousers so loose their 'underwear and butt crack' can be seen, they come to school wearing casual slippers, their hair is styled in a funky way but the student who came from village is much more tidy and neatly dressed.* (Baby Boomer male business faculty interviewee 27)

> *At university all the students were not from the similar family background (social and financial). Many of them were from villages and they were not 'aware of the culture of the city'. So the city university culture was a 'culture shock' to them. It was beyond their imagination that girls and boys can have tea or even cigarettes in the tea stalls together. They could not take it easy that boys and girls can become friends and work together in teams in projects. They were not comfortable in communicating. Similar things also happen at the workplace.* (Generation Y female business graduate interviewee 48)

> *Family background matters a lot whether the person is from town or village. In my opinion, economic background does not matter that much. Those who are from villages and small towns do not know how to interact with other people. They suffer from 'inferiority complex'. Those from villages think that since they have 'come so far' (working in the bank), they are better than their colleagues who were mostly from the city. We can take the fact that they are from villages but I don't understand why they can't take the fact easily that they are from small town?* (Generation Y male business graduate interviewee 50)

> *Social background matters and affects a lot in the way they communicate. When we go for training, employees from all the branches which are situated all over the country come there. We have to sit in random orders at a round table with other employees*

> *from different regions. As I have grown up in the city, my communication pattern is obviously different from them. I am more 'outspoken' and can express myself and those who are from small towns are 'shy' and hesitate to ask questions or place their views… Well, according to me, economic status is not a huge problem at all. I have seen many of my colleagues who are not from a sound financial background working hard and doing well at their work. They take their 'financial instability as a challenge'.* (Generation Y female business graduate interviewee 68)
>
> *Those who are from the cities and belong to upper class families are 'care free'. They will wear trendy outfit, use gel in the hair and pierce their ears and will think that they look very attractive. But a student from a lower class or rural areas family will rather stay 'sober'.* (Baby Boomer male business faculty interviewee 39)

The above statements reveal that several research participants perceived that a person's background, specifically urban or rural, played an important role in the development and expression of their communication patterns. It is interesting to notice note that some of the research participants considered less affluent Generation Y graduates to be equal to rural background graduates. So, to some participants, a person brought up in a village tended to demonstrate similar tendencies or values to a less affluent urban person.

Some of the research participants pointed out that those Generation Y members who were from the villages were not comfortable with city classmates or work colleagues, which sometimes created difficulty in teamwork situations. Also, Generation Y participants suggested that there were clear differences in perceptions regarding what were acceptable practices between the city and the villages that seemed to impact upon communication patterns. One of the Generation Y research participants specifically pointed out that Generation Yers from village backgrounds suffered from an 'inferiority complex' which was reflected in their actions.

These perceived differences between city and village Generation Yers are likely to be the result of several factors. Firstly, exposure to mass media content has been less in the villages, and Internet facilities are not as widely available in rural areas. Secondly, village dwellers have usually travelled less internationally and this has limited their exposure, leading to a narrow vision of Westernised ways of life, unlike city inhabitants.

The first two comments offered above suggest that when commencing their professional lives in the city, rural Generation Y business graduates must go through more adjustments than city graduates, although their four year BBA program supposedly changed their perceptions and time spent in city areas contributed to their understanding of city living. These inferences may be explored in future research.

The discussion regarding Generation Yers' rural versus urban background again points to probable differences with regards to individualistic and collectivist values between these two groups. The urban and rural Generation Yers could be considered as two sub-cultural groups demonstrating differences in life style, economic level and cultural traditions (Zhang et al. 2003). Zhang and colleagues (2003) have suggested that urban-reared individuals show a higher 'individual modernity' than those brought up in rural areas. 'Individual modernity' is modernisation of individuals' thoughts, viewpoints, attitudes and behaviour (Zhang et al. 2003). If we consider that urban-reared Generation Yers tend to display modernity through their appearance, gesture/posture, behaviour and attitude, their behaviour probably reveals a shift towards a more individualistic orientation, whereas collectivist orientation focuses on honouring parents, elders and teachers, not questioning or challenging them (Hofstede 2001; Lustig & Koester 2006; Triandis 1995).

On the contrary, individualism teaches children to be independent, question and voice opinion and be self-sufficient (Hofstede 2001; Yan 2005). Comments made by the research participants suggest that members of urban Generation Y tend to demonstrate a more individualistic orientation, which agrees with studies showing that an upbringing in metropolitan areas has an impact on ideas of individualism and collectivism different from an upbringing in rural areas. Chen and colleagues (2006) suggest that metropolitan areas have a wider exposure to Western ideas and experiences. Thus individuals lean towards a more individualistic orientation, which was observed among research participants from Hong Kong (Chen et al. 2006). Chen and Chiu (2010) in a study conducted in China indicated that rural participants had less of an orientation toward Western culture. So, it was not surprising to observe that urban Generation Yers in the Bangladeshi research context exhibited a shift towards a more individualistic orientation, as seen in other developing countries (Cao 2009; Zhang et al. 2003).

5.2.4 Globalisation

Globalisation proved to be another important factor shaping Generation Y's profile. It appears to influence the Generation Y profile through five forces:

- technological advancement
- media
- MNCs in Bangladesh

- international exposure
- 'culture shift'.

International exposure has increased due to rising family income and through the influence of mass media. Cultural value shifts have been impacted by international exposure and through media. The influence of globalisation on Generation Y's profile is shown in Figure 5.6.

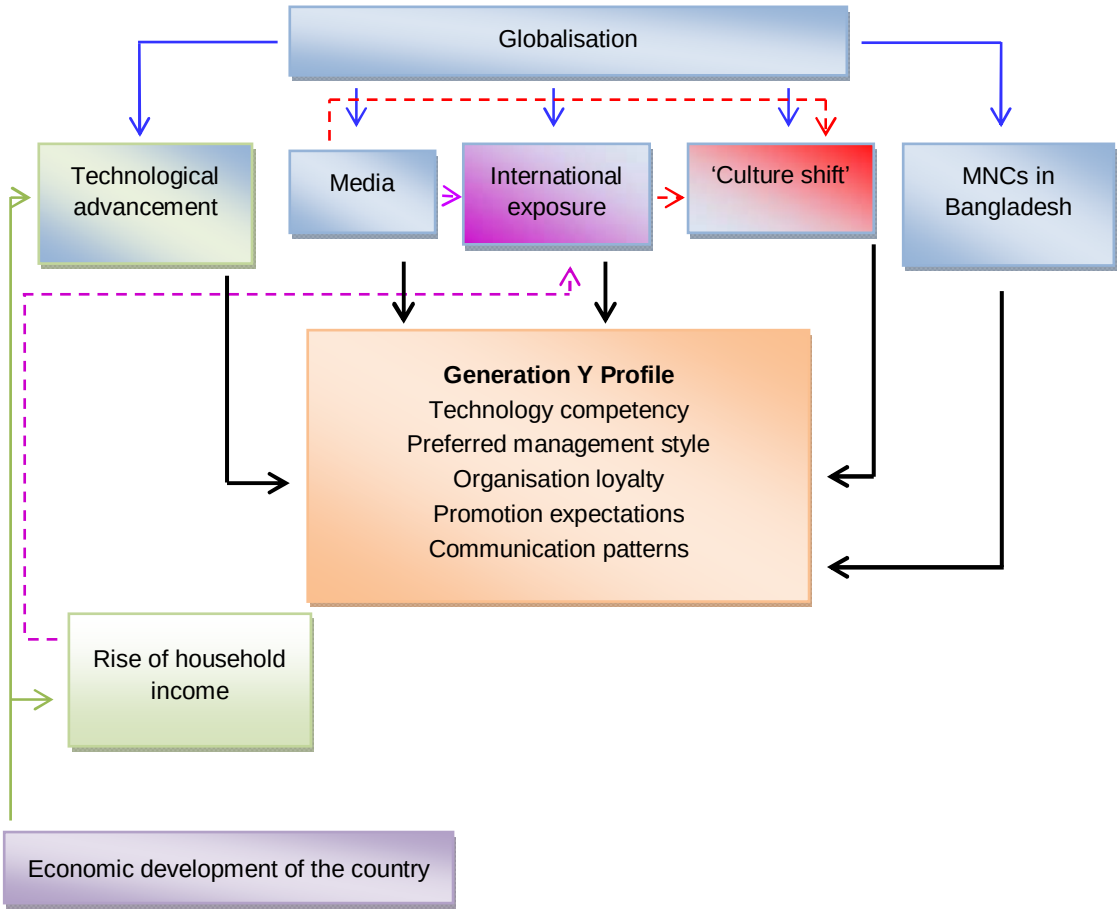


Figure 5.6 Influence of globalisation on Generation Y profile

The following discussion explains how globalisation influenced Generation Y's profile.

Technological advancement. The increased availability of technology to Generation Y has been a significant factor in developing their competency with computers, the Internet and their adaptation to technological innovations. As suggested by the research participants, personal computers were first introduced in the business sector of Bangladesh around the early 1990s. Multinational and international development organisations (e.g. the World Bank, the United

Nations' offices) were the first providers of computer and Internet facilities to their employees in Bangladesh about this time. Extensive use of computers in businesses, the education sector and in homes started in early 2000.

Baby Boomer participants found it difficult and challenging to learn computer skills in the beginning. Unlike Generation Y, Baby Boomers were not oriented to computers at the time they were growing up or even when attending educational institutions. They first used computers when they had already started their careers. Similarly, Generation X did not get the opportunity to experience technological innovations or become used to personal computers during their childhoods. Some of them did, however, begin to use computers during the later stages of their time at university or early in their careers. The following statements are illustrative of many others expressed by the bank managers in this study.

> *We did not have PCs [personal computers] during our childhood. I first used computer when I started university.* (Generation X male bank manager interviewee 11)
>
> *I started using computer when I started working. But I guess today's kids get computers when they are in schools.* (Generation X male bank manager interviewee 12)

As indicated by the above comments, technology in the form of computer literacy was not as common earlier as at the present time. Due to globalisation, technological advances have taken place throughout the world and Bangladesh has been no exception. It needs to be remembered that Bangladesh is a developing country, however, and cannot be compared to a developed and industrialised nation in terms of technological advancement. But the comments from the participants indicate that certainly Baby Boomers perceive Generation Y to be more adept in their use of computers than they were at the same age.

Furthermore, with the development of the economy, the government of Bangladesh has taken steps to develop the Information Technology (IT) sector of the country in various ways. This is giving Generation Y even wider exposure to information technology. The government is providing a fibre optic network cable system throughout the country and is trying to lower prices in the local market to make computers widely accessible (Akhter 2011; Mamun 2011). Recently, the Bangladeshi government took initiatives to promote digitalisation (Kabir 2009; Siddiqi 2009). With that purpose in mind, steps have been taken to increase accessibility to computers and Internet facilities in various critical sectors, such as education, finance and health. Minkov (2011) in a recent book pointed out that technological advancement is supposed to exert profound cultural consequences, but these are yet to be fully realised in Bangladesh.

Media. Research participants commented on globalisation in their responses and perceived that one of the impacts of globalisation is exposure to the wider world through the introduction and expansion of new media. Media appears to have played an important role in developing Generation Y's communication skills.

> *Communication skill has improved due to cable TV and Internet. Through these, today's students see how people interact, communicate, behave, etc. in the developed world. They are getting broader exposure than previous generations who did not have access to cable TV, Internet etc.* (Generation X male business faculty interviewee 47)

> *It is a globalised world now. Access to most updated news and developments are letting the present generation have the opportunity to learn how people in other countries behave and communicate.* (Generation X female business faculty 26)

> *The new generation people [Generation Y] are more fashion conscious, and their fashion sense is more Westernised. This transformation has come by the introduction of satellite TV. The 'youngsters' watch a lot of Western movies and follow their style. The change has come to the students in schools, colleges and universities mostly.* (Generation X male business faculty interviewee 43)

> *The new generation is more open and transparent. Our generation [Baby Boomers] was poor in communication. They were shy and did not know how to express themselves. Only those who used to go to good and reputed schools were pretty good at communication. But today even the mediocre school students have commendable communication skills. This change has come because of the internet and satellite connection. Also, I think that the radio and television media plays a big and important role behind this positive change. The young generation [Generation Y] is very fond of music and television. They watch television and listen to radio regularly. They get very inspired by the RJs [radio jockey] and the VJs [video jockey]. They like the way they talk and behave. They can communicate very well and every young girl and boy wants to talk like them being inspired by them.* (Baby Boomer male business faculty interviewee 30)

The above statements demonstrate research participants' perceptions of the importance of media in shaping Generation Y's communication patterns. For example, communication in the Western world has made an impression on their young minds. Non-verbal communication styles in the form of gestures, professional etiquette or fashion were mimicked by Generation Y business graduates.

Page and Crawley (2001) suggest that satellite media has had the greatest impact on the young generation of South Asia. They have specifically identified fashion that attempts to reflect Western styles projected through satellite channels such as MTV (Page & Crawley 2001). The above comments refer to some instances where the two earlier generations were inclined to

compare themselves with the present generation (Generation Y) in terms of their ways of conversing, certain gestures, emphasis on grammar versus fluency and so on. A number of participants considered the availability and expansion of media in Bangladesh as giving broader exposure to other cultures beyond Bangladesh's borders. Furthermore, the comments suggest that local television channels and radio stations also practise Western communication styles.

Scholars have noted that media influences individuals' behaviour and attitude (Brown & Bobkowski 2011; Comstock 2008; Villani 2001). Specifically, television has been found to play a key role in Generation Yers' life in other cultures (Page & Crawley 2001; Parker et al. 2009). For example, MTV and reality shows have encouraged Generation Y to believe that everybody can equally share their opinions (Paul 2001). Other Asian countries have experienced a similar influence of Western media on their younger generations. For example, younger generational cohort in Vietnam has been found to perceive themselves differently from older generations due to their exposure to globalised media (Nilan 1999).

Young Indians have observed that along with socioeconomic changes, exposure to Western cultural practices through the media has contributed to them opting for a nuclear family structure (Page & Crawley 2001). These young Indians consider themselves more 'open-minded, carefree' and 'less nostalgic' due to exposure to Western culture through the media (Page & Crawley 2001). Furthermore, researchers have pointed out that media exposure is different for people living in affluent countries and urban areas than for poor countries or the rural areas of developing countries (Lam 2006). Bangladesh is a developing country and the research participants indicated differences in urban and rural exposure to media. Urban Generation Y has been enjoying wide exposure to media, and the perception of media exposure exerting an influence on their communication patterns is quite strong.

Multinational organisations in the country. Analysis of the research data showed that Generation Y participants expected the banks to practise an inclusive style of management. The relationship between multinational organisations (in this case banks) and Generation Y's expectations is not straightforward, however, as can be understood from the research participants' responses. Firstly, multinational organisations introduced the practice of a 'corporate culture' into the Bangladeshi banking sector. The bank manager participants noted that earlier, local private banks in Bangladesh were not oriented to modern management styles such as teamwork, performance based evaluation, training and development.

Secondly, the community began to perceive having an account with a multinational bank as a status symbol. Bank managers reasoned that factors such as customers receiving prompt service and professional behaviour from the service providers were behind the preference for having an account in a multinational bank. Thirdly, these multinational banks trained their employees to meet global service standards by introducing the practice of in-house and foreign training programs. Fourthly, multinational banks accommodated private university business students in various ways, allowing students to obtain resources for preparing their assignments or term papers, by being guest speakers in seminars or workshops in universities and by arranging internships for business students. For these reasons, many students began to hope to work in a multinational bank which was a status symbol amongst them.

The multinationals' practices introduced competition into the banking sector and many local banks gradually tried to develop their own 'corporate culture' in order to compete with the multinational banks. The bank managers believed that customers showed more demand as the number of banks in the market began to grow. A male Baby Boomer multinational bank manager stated:

> *Now days, the customers have understood that, 'I am the king, I can get whatever I want by a snap of a finger'. Previously, the customers used to 'worship' the bankers in a multinational bank. It was a 'big deal' for them to have an account. And they used to remain 'obligated' to the banker who used to help them to open an account. A bank account used to work as a 'status symbol' as well. It was a huge deal to have an account in a multinational bank like HSBC, ANZ Grindlays or Standard Chartered bank. But now because of the technological advancement and competition between so many multinational and local private banks, the customers are 'blessed with many options'. Competition among banks has increased to a great extent. Due to this competition, local banks are becoming more 'efficient'… So, the banks have to give their 'heart and soul' to keep a customer.* (Baby Boomer male bank manager interviewee 6)

Customers having wider options forced local banks to follow the same practices that had made multinational banks attractive to customers. High level multinational bank employees were enticed to local banks with promises of higher remuneration. The following interviewee comments help to understand how multinational bank employees introduced changes into the local banks.

> *Overall the banking industry is going through changes. All the local banks are trying to have the same standard as multinational banks. Local banks like ABC, DEF, GHI, JKL and MNO are hiring top and second tier employees from multinational banks.*

They are bringing changes. This newly hired management are implementing what they have learned and practiced in MNCs for so many years. You see best practices are migrated. MNCs in our country have incorporated all the best practices that are followed in other countries. For example, multinational banks invest lots of money on management trainees every year. They have a corporate culture such as compliance to Bangladesh Bank [central bank] rules. By compliance local banks now give a loan after conducting a risk assessment and not just to whomever they wish to. MNCs' official language is English. So, local banks are trying to adopt that as well. Employees are sent on training courses both home and abroad. Also, experts are brought for training and development. Employees are being trained to be professional and not act casually inside the office premise which was the practice earlier. Employees are actually being trained in customer handling, appearance and non-verbal communication. Also, another feature of corporate culture I must mention is employee appraisal which is totally based on performance. These are all happening because of local banks' hiring people from multinationals. (Generation X male bank manager interviewee 1)

They [local banks] are learning the tricks and terms from the multinational banks and applying to their banks which are good. Banks are realising the power of technology. Technology transfer is taking place from multinational to local banks. Previously, there were no Human Resource [HR] departments in the local banks but now they know that having an HR department is very necessary even in the financial sector so many local banks are giving more emphasis on the HR department. 'Technology transfer' is taking place from multinational to local banks. To retain in the competitive market, local banks are now offering many personalised services such as ATM, online banking etc. (Baby Boomer male bank manager interviewee 6)

A few years back there were no career prospects or competition with local banks. But from the time the local banks started to hire people from the multinational banks in certain positions [usually higher management] they introduced the idea of 'corporate culture' to the local banks. When Mr Johnson moved from ABC [multinational bank] to XYZ [local bank] he took some of the experienced bankers and some new comers who were Management Trainee Officers (MTOs). This is how he mixed the dynamics of two generations. Before him, in that local bank, the employees were so unprofessional that they did not even know how to put their belts on. The authority used to tell them directly, 'put your belt on properly otherwise your pants will fall down.' The people used to lack confidence. But now the scenario is changing. (Generation X female bank manager interviewee 19)

The above comments indicate that the local banks introduced many features similar to those of the multinational banks: in-house and international training, wearing formal attire, a sense of corporate culture and branding. The comments support the notion that multinational organisations have been instrumental in shaping practices that are now followed in the local banks. Zhang and Begley (2011) suggest that a similar tendency has been observed among Chinese employees working in multinational organisations for several years before subsequently moving to Chinese

local companies when offered a higher position or for career progression. Rashid (2010) refers to this practice as 'transferring the best practices' to the local banks in Bangladesh. Due to management practice transfer from multinational to local banks, Generation Y business graduates from private universities could have had better chances of obtaining and retaining jobs in the competitive market because one of the main changes was the emphasis on English language usage. The private university graduates, therefore, were in an advantageous position due to their education.

One questionnaire participant (# 13) wrote:

> *Private universities are EFFICIENT and they foster a good environment which is conductive to learning and a better understanding of the corporate and business environment.*

It could be inferred from the interviews that when students from the private universities visited banks and other organisations, especially multinationals, for preparing class assignments, their anticipation of working in a similar environment was aroused. Furthermore, they studied Western case studies and used textbooks which talked about the inclusive styles of management that are practised in multinational organisations. Multinational banks have therefore contributed a great deal to creating a work environment that reflects a Westernised management style.

The Bangladeshi private university business education system has been conductive to encouraging Generation Y business graduates to expect such work environments in reality. A similar introduction of practices inspired by multinational organisations in the 1990s in Indian organisations has been observed by Ramamoorthy and colleagues (Ramamoorthy et al. 2005). Other researchers have also revealed that multinational organisations in India have played a key role in introducing practices that are generally characteristics of Westernised human resource management (HRM) systems (Budhwar & Khatri 2001). Globalisation is therefore likely to Westernise values in developing countries (Laungani 2005), and multinational organisations can be considered a medium for spreading Westernised management values and practices in Bangladesh.

Globalisation has enhanced the transfer of corporate management practices through multinational organisations (Abdullah et al. 2011; Meyer 2009). Usually the transfer of human resource management policies shifts from developed to developing countries (Aycan 2005). Recently,

Chowdhury (2011), using a large sample study in Bangladesh consisting of 52 multinational organisations and 200 local companies, has revealed that multinational organisations are highly aware and have adopted employee performance measures which are considered to be modern management techniques.

In contrast, local organisations have only started to be sensitised to modern management styles and many of them are in the process of incorporating these measures into their respective organisations. The human resource management policies of multinational banks are modifying the practices of local banks (Rashid 2010). Private universities are perceived to be instrumental in preparing business graduates to operate in the current banking environment in Bangladesh, specifically with an expectation of being included in the participatory management practices.

International exposure. International exposure has been suggested as an influence on Generation Yers' communication behaviours. Research participants perceived that Generation Y had received international exposure from two sources – media and travelling overseas. Both urban and rural families have travelled overseas for business, higher education or vacations, activities only made possible as a result of the rise in family income level. In addition, many close family members of Generation Yers have migrated to countries like the USA, UK, Australia and Canada. Being influenced by the Western culture through this exposure, many families of Generation Y tend to follow Western family practices. A male Generation X business faculty member who had studied in the USA for his postgraduate degrees shared the following example:

> *After independence 10% of the families sent their children to study abroad. Today it is hard to find any family which does not have a member living abroad. They may not have visited USA or UK, but at least they live in countries like Thailand or Malaysia. May be they have not visited the capital city of Bangladesh yet, but they surely have saw a foreign country at least for work purposes [work as drivers, industry worker, shop assistant, hotel housekeeper, etc). When a member of a family experiences another country he adapts to the culture of that country. May be he used to wear 'lungi' (traditional clothing of men) before visiting a foreign country. But as he has experienced one [overseas country] now, everyone knows him as the bread earner of that family. He has a certain position in the [rural] society; he starts to wear nice and foreign clothes. He starts to behave gently and inspires his family to do so as well. May be he used to litter trash here and there before, but after visiting another country he has learnt that it is not right to do so. So he uses a waste basket now. This is how he introduces foreign behaviour, etiquette and cleanliness to his family. This societal change has come very quickly.* (Generation X male business faculty 25)

The above statement is an example of how Bangladeshi culture has given way to Westernised practices. It can be assumed that international exposure has introduced Western practices which in turn have influenced family culture.

It has been noted by Minkov (2011) that since the majority of people in Bangladesh are poor, they do not have international exposure through travelling. He suggests that in the absence of international travelling, these poor masses of the country believe that their national culture is superior to that of other nations (Minkov 2011). It has been shown by researchers, however, that those exposed to cultures other than their own tend to be more receptive to foreign ideas and practices (Leung & Chiu 2010; Leung et al. 2008). So, it could be inferred that the minority who have had the opportunity to travel internationally have had wider international exposure, which has allowed the development of a different viewpoint that was not available to the two previous generational cohorts.

'Culture shift'. The above discussion has incorporated instances where cultural shifts and changes have been observed amongst Generation Y in Bangladesh. 'Culture shift' has been identified in the research participants' responses pertaining to the older generational cohorts' increased acceptance level with regard to Generation Yers' somewhat shifting values.

The research participants identified 'culture shift' as a consequence of globalisation and exposure to international media, as one of the important factors leading to the Generation Y profile, specifically their communication patterns. Ronald Inglehart used the term *culture shift* when explaining intergenerational differences in values due to the industrialisation and economic growth of countries (Inglehart & Baker 2000; Inglehart 2008). He observed that in the industrial nations, the birth cohorts who grew up in economic conditions where they could take 'survival…for granted' (Inglehart & Baker 2000, p. 26) during their formative years experience a value shift from materialist (such as the desire for economic and physical security) to post materialist (such as the desire for freedom, self-expression, and the quality of life).

So, each generation tends to exhibit different values. Generation Y in Bangladesh exhibits values different from earlier generations. Baby Boomer and Generation X participants observed that Generation Y is more vocal and opinionated. They perceive new features and trends in communication as values change. For example, researchers have identified *respect* and *obedience* as two core features of collectivist societies, where elders make the decisions for the young

(Keller 2003; Triandis 1995). Conceivably this leaves no scope for two way communication between older and younger generations. Nevertheless, Generation Yers do tend to speak their minds with confidence. Baby Boomers and Generation X members pointed out that had there been no change in cultural values which had made the earlier cohorts more broad minded and accepting, Generation Y would not have been able to demonstrate such behaviour in a traditionally collectivist society. Clearly the older generations have become more open and flexible, and willing to accept, or at lease tolerate, newer practices which reflect Westernised values.

Research participants supposed that Western cultural exposure had been instrumental in changing Bangladeshi cultural practices and values. This had been engendered by exposure to Western culture through mass media, overseas travel and migrated family members. The following comments suggest a gradual change of values amongst Generation Y and an increased acceptance level among the two older generational cohorts.

> *Media makes this generation [Generation Y] more exposed to the Western world. They [Generation Y] are imitating. I do not find any difference in the present generation of the US and Bangladesh. They have lots of similarities.* (Generation X female business faculty interviewee 38)

> *This generation [Y] is more competitive than we [Baby Boomers] were. Globalisation played a big role behind this change… This kind of competitive tendency makes them [Generation Y] smart.* (Generation X male business faculty interviewee 28)

> *We can say that they [Generation Y] are bolder and through cultural change new generation [Generation Y] people have become more modern… There has come a huge socio cultural change in the society. We are more exposed to Western culture now. We have become broad minded. This broad mind set up is accepted up to certain level unless and until it influences our society in a bad way. There are few gestures and behaviour of Western culture which does not go with our cultural values like smoking in front of the elders and dressing in certain way. So as long as our new generation is adapting the good gestures and culture of the Western world we should appreciate them but we have every right to stop them when they tend to adapt something which does not go with our cultural values.* (Baby Boomer male business faculty interviewee 30)

The first observation was made by a male business faculty member who had spent quite some time in North America for study purposes, which enabled him to notice the similarities between Western and Bangladeshi Generation Yers. The second statement suggests that Generation Y demonstrates a boldness and competitiveness which was absent amongst previous generations.

The comments indicate that a value shift has taken place with the modernisation of Bangladeshi society.

In a similar context, societal modernisation has been suggested by researchers to be an important factor in changes among the Indian younger generation who have borrowed ideas from Western culture, such as an emphasis on individualism (Das 2002). The third comment reiterates the notion that Bangladesh is a collectivist society in which children and young people have traditionally been nurtured with collectivist values (Hofstede 1980; Lieber, Yang & Lin 2000; Triandis 1995, 2000). However, with global changes taking place, researchers have proposed that more societies are converging towards greater individualism (Ghoshal & Bartlett, cited in Tamis-LeMonda et al. 2008, p. 203).

The data with regards to 'culture shift' demonstrates that although the younger Bangladeshi generational cohort does not possess the post-materialist values of a developed country (Inglehart & Baker 2000), they certainly display somewhat different behaviours and attitudes to previous generations. A wider 'culture shift' among earlier generational cohorts has allowed them to be flexible and accept the changes displayed by the younger generation. More in-depth research is needed to further explore the nature and extent of the cultural shift and the causes of such changes.

5.3 Conclusion

The chapter consisted of a detailed discussion about the findings of the current study. In the first section, a Bangladeshi Generation Y profile was compiled from the data provided by bank managers, business academics and Generation Y business graduates. Generation Yers were characterised as technologically competent, having a tendency to low job commitment, preferring an inclusive style of management, expecting quick and frequent promotions, adept at teamwork and possessing strong communication skills.

Factors that have influenced the development of the Generation Y profile have been incorporated in the discussion. Four major factors, namely the independence of the nation, changes in Bangladesh's socioeconomic scenario, the financial and social status of the Generation Y employee's family, and globalisation have been revealed as influencing the profile.

The next chapter concludes the present study by discussing the implications of the current research, and makes recommendations for future directions for further research.

Conclusion

This final chapter begins with a brief summary of the research findings. Next, the contribution of the current study to the literature is presented, followed by the implications of the study. Limitations of the study and future research directions are also incorporated in the chapter.

6.1 Summary of the findings

This qualitative study explored the profile of Generation Y in Bangladesh. Additionally, factors, forces and events that contributed to the shaping of the Generation Y profile have been established in the form of a theory. In particular, the study sought to expand the literature dealing with generational cohorts by conducting research in a non-Western context. A constructivist grounded theory methodology guided the analysis of the data (Charmaz 2006), which was generated from 90 interviews conducted with 70 participants from two private universities and three commercial banks. In addition, data were also gathered from 111 open ended questionnaires that had been distributed amongst business graduates of private universities. Three different groups of participants and two ways of collecting the data allowed for triangulation (Barusch et al. 2011; Denzin & Lincoln 2000).

Five theoretical codes formed a grounded theory. The codes that emerged from the data were:

- Generation Y profile
- the financial and social status of Generation Yers' families
- globalisation
- changes in Bangladesh's socioeconomic status
- independence of the nation.

The central or core theoretical code in this study was the 'Generation Y profile' as it related to all the categories and their properties (Glaser 1978; Holton 2007). The theory *Development of a Generation Y profile in a non-Western context* has been discussed in detail in the previous chapter (Chapter 5).

Two research questions guided the results:

1 What is the profile of Generation Y business graduates of private universities in Bangladesh?

2 What are the factors shaping this profile?

The profile of Generation Y in Bangladesh was observed to exhibit six characteristics:

1 Generation Y of Bangladesh is more technologically literate than previous generations, and their technology competency is appreciated by their employers and tertiary education providers.

2 Generation Yers revealed a preference for an inclusive style of management.

   – Generation Yers viewed Generation X managers to be friendlier, more understanding of their workplace expectations and more progressive than Baby Boomer managers.
   – Baby Boomer managers considered Generation Yers' curiosity and questions to be rude and impolite.
   – Generation Y perceived less power distance between them and Generation X managers than with Baby Boomer managers, implying a potential shift of power distance orientation from high to low in Bangladesh.

3 Managers perceived Generation Y to be adept at teamwork which is considered to be vital in the modern work environment (Abdullah et al. 2011; Stewart & Barrick 2000).

4 Generation Y is perceived to be less loyal to organisations than the two older generations. Their tendency to move from one employer to another suggests that they are not willing to stay in positions which they find unsatisfactory, and a willingness to accept uncertainty. This attitude is quite different to the traditional high uncertainty avoiding orientation of Bangladeshi culture.

5 Generation Yers' ambitious attitude and experience of high acheivement resulted in expectations of frequent raises and fast promotions. Managers viewed such expectations negatively and they viewed Generation Yers as being shortsighted and quickly demotivated if their aspirations were not attained.

6 Generation Yers have been profiled as having a good, even excellent, communication skills. In addition, managers perceived that Generation Yers' competency in communication made them confident.

A number of factors emerged as influential in shaping the Generation Y profile. Four major influences were:

1 **Bangladesh's move to independence**

Previous generations of Bangladeshis were raised in a nation that was part of Pakistan. The independence of the nation, a local factor, influenced Generation Y to be more confident, optimistic and possess a 'can do attitude' which has been reflected in their communication. Schuman and Scott (1989) point out that events and experiences during adolescence and early adulthood influence individuals' later actions and attitudes.

2 **changes in Bangladesh's socioeconomic status**

The data indicated that the socioeconomic status of the country influenced the Generation Y profile in the following three ways:

– <u>change of the family structure</u>

Urban family structure has changed significantly in Bangladesh, from extended to nuclear, and according to the research participants the change has contributed to Generation Yers' preference for an inclusive style of management. Nuclear family structure enabled Generation Yers' to voice their opinions and preferences in the home, and the behaviour has continued into the workplace.

The literature supports the perceptions of the participants, revealing that family structure usually changes from extended to nuclear due to modernisation resulting from economic growth (Newson et al. 2005) and encourages individualism (Hamamura 2011). Cultural values also often change with modernisation (Jackson 2011) which includes embracing individualistic values such as self-expression or voicing opinions (Hamamura 2011). The literature further reveals that societal modernisation leads to individualism. Bangladesh was one of the countries specifically investigated by the researchers (Inkeles 1975; Sachs 2005).

Conceivably, Generation Yers' preference for inclusive styles of management in the workplaces is a reflection of being raised in a changed family structure from that of earlier generations.

– <u>economic development</u>

Major economic reforms that took place in Bangladesh during the 1980s and 1990s (Ahluwalia & Mahmud 2004; Ahmed 2005; Islam 1999; Mahmud et al. 2010; World

Bank 2007) resulted in a rapid increase in numbers of local and multinational organisations creating jobs in the economy. In addition, financial institutions such as banks, insurance, leasing and investment companies emerged as major job providers in Bangladesh due to the Financial Sector Reform Program (FSRP) in the 1990s (Ahluwalia & Mahmud 2004; Mahmud et al. 2010).

It is suggested that the availability of competitive jobs has reduced Generation Yers' organisational loyalty. Research has established that economic development in a country contributes to a shift from a collectivist to an individualistic orientation (Allik & Realo 2004; Hofstede 2001, 2007;Triandis 1995). A possible shift towards a more individualistic orientation and away from the traditional Bangladeshi collectivist orientation was observed amongst Generation Yers. A similar shift due to economic liberalisation has been observed amongst young individuals in China (Du 2011) and India (Shah 2009).

– <u>emergence of private universities</u>

Experiencing tertiary education at private universities was found to be one of the major factors influencing the profile of Generation Y in the research context. The emergence of private higher educational institutions is one of the developments that have taken place due to economic progress in the country. Private universities have been perceived to influence Generation Yers' technological competence since following a Western curricula and teaching techniques requires extensive use of technology. This has prepared Generation Y business students for the workplace.

Western curricula, class room activities and teaching techniques have contributed to the shaping of Generation Yers' preference for an inclusive style of management and communication. For example, class participation encourages them to speak up and voice their opinions in particular situations, conceivably fostering a low power distance orientation. Furthermore, participation and expressing opinions are characteristic of individualistic as opposed to collectivist orientation. This further strengthens the notion of private universities' influence on Generation Yers' expectations of inclusive as opposed to top down styles of management practices. The literature reveals that Western style tertiary education is a critical factor influencing young Indian employees who demonstrate individualistic behaviour (Ramamoorthy et al. 2005).

Through class room activities, such as numerous presentations and group activities, Generation Yers learn proficiency in communication and teamwork.

Private universities have been identified as partly responsible for Generation Yers' high expectations of quick promotions and for their low organisational commitment. High tuition fees have been regarded as a financial investment and thus Generation Yers expect to receive high salaries and faster promotions as opposed to members of the previous two generations. Unfulfilled expectations can result in demotivated Generation Y employees leaving the organisation. Generation Yers' inclination for quick promotions due to higher expectations and their tendency to switch jobs to obtain better opportunities can be interpreted as displaying a more individualistic as opposed to a collectivist outlook.

Researchers have suggested that young employees in India possess both individualistic and collectivist values as they have experienced Westernised education practices (Karakitapoglu-Aygün & Sayım 2007; Ramamoorthy et al. 2005). They tend to preserve traditional collectivist orientation at the family level, but prefer material benefits such as career advancement, money and social prestige at work (Agarwala 2008; Shah 2009). Being culturally similar to India, Bangladeshi Generation Y employees demonstrate higher individualistic behaviours at work which may or may not be equally present at the family level.

3 Generation Yer's family's financial and social status

Generation Yers in Bangladesh who belong to more financially sound families than the two previous generations have faced fewer struggles in life. They were perceived as 'immature', 'narrow visioned' and 'short-sighted'. In addition, their higher spending needs prompts them to seek quick promotions and higher remuneration, sacrificing the benefits of staying in one organisation for a long while. They also have fewer family responsibilities, belonging as they do to smaller, nuclear families, and are more individualistic as opposed to collectivist in their attitudes, with an inclination to seek opportunities for quick financial reward and career development. A shift from collectivism towards more individualism with increasing affluence has been noted elsewhere in the literature (Hofstede 1980; Triandis 1995, 2004).

The economic development of Bangladesh is therefore a conceivable contributor to Generation Yers' tendency towards less future-oriented behaviour and an emphasis on present

attainments. This shift of tendency from previous generations has plausibly contributed to Generation Yers' perceived lower organisational commitment.

It has been suggested that Generation Yers' affluent family background influences their communication patterns by making them more vocal and outspoken. Wider international exposure has been linked to affluence and a higher confidence level among Generation Yers from well-to-do family backgrounds. A similar connection between affluence and international exposure has been noted by other researchers (Daller & Yildiz 2006).

Generation Yers raised in urban areas were observed to be more 'Americanised' in their appearance and communication pattern as opposed to those brought up in rural areas, who were more 'docile' and less outspoken. Interestingly, research participants expressed the view that rural Generation Yers held values similar to those from less affluent families in the urban area. The urban and rural Generation Y could be considered to be two sub-cultural groups demonstrating differences in life style, economic level and cultural traditions (Zhang et al. 2003). Metropolitan areas have had wider exposure to Western culture (Chen et al. 2006; Chen & Chiu 2010), and urban individuals lean toward a more individualistic orientation (Cao 2009; Chen et al. 2006; Zhang et al. 2003) which has been noticed in the Bangladesh research context as well.

4 **globalisation**

Globalisation in Bangladesh influenced the Generation Y profile in the following five ways:

– technological advancement

  Technological advancement has taken place in Bangladesh due to globalisation and bank managers and business academics perceived Generation Y to be more computer literate than they were. Moreover, the government of Bangladesh has taken steps to develop the information technology (IT) sector in various ways, such as building a fibre optic network cable system, and lowering the prices in the local market to make computers widely accessible (Akhter 2011; Mamun 2011); these initiatives have enabled Generation Y to have wider exposure to information technology.

– media

  The availability and expansion of mass media in Bangladesh has played an important role in developing Generation Yers' communication skills. Satellite television channels have introduced Westernised fashion styles to a style-conscious young generation (Parker et al. 2009) of South Asia (Page & Crawley 2001). Similar effects have been observed in other Asian countries like India (Page & Crawley 2001) and Vietnam

(Nilan 1999). Young Indians consider themselves more 'open-minded, carefree' and 'less nostalgic' due to Western exposure through media (Page & Crawley 2001).

It has also been pointed out that media influence differs for people living in the affluent countries and urban areas and poor countries or rural areas of developing countries (Lam 2006). In urban Bangladesh, Generation Yers enjoy wider exposure to media than they do in the rural areas, and the influence of the media in their communication pattern was evident in this current study.

– MNCs in Bangladesh

It was suggested by the data that multinational organisations (for the current research multinational banks) had influenced Generation Yers' expectation of management style in the Bangladeshi banking sector. Multinational banks introduced the concept of a 'corporate culture' and different Western management styles like teamwork, performance based evaluation and training and development into the banking sector. These Western trained managers and global banks introduced participatory management styles and other Western management techniques into the local banking sector (Rashid 2010). A similar effect has been noted amongst Chinese (Zhang and Begley 2011) and Indian (Budhwar & Khatri 2001; Ramamoorthy et al. 2005) organisations.

During their BBA programs, Generation Yers visited multinational banks while preparing assignments or term papers and many of them took internships in the banks. Moreover, Western text books and case studies contain numerous examples of inclusive styles of management, which the Generation Yers came to prefer. This implies a shift of power distance expectations from high to low amongst younger employees.

– international exposure

International exposure through globalisation has also been perceived to influence Generation Yers' communication pattern. Media, overseas travel for business and vacations and the migration of several family members to countries like the USA, UK, Australia and Canada enabled many Generation Yers and their families to experience a Westernised lifestyle. Research participants perceived that Generation Yers who had experienced international exposure had a different viewpoint than previous generational cohorts who had had less opportunity to travel during their formative years. Researchers have observed that individuals experiencing cultures other than their own tend to be more receptive to foreign ideas and practices (Leung et al. 2008; Leung & Chiu 2010). Therefore, foreign exposure could be considered a likely influence on Generation Yers'

preference for a different communication pattern than that of the previous two generational cohorts.

– ‘culture shift’

  ‘Culture shift’ was identified among the research participants; and was thought to be the result of globalisation influencing Generation Yers’ communication patterns. Research participants commented on having observed a ‘culture shift’ as changes in values amongst members of Generation Y became accepted by older generations due to the increasing open mindedness in Bangladeshi society.

  For example, Generation Yers are perceived to be bolder, more vocal and more willing to offer their opinions than previous generations. Generation Yers would not have been able to behave as they currently do in the traditionally collectivist society of Bangladesh, which is a strong indication that something has changed about the ways in which Generation X and the Baby Boomers now look at the world. Research participants from all generations were of the opinion that exposure to Western culture through mass media, international travelling and family members residing overseas had caused a general ‘culture shift’ in Bangladesh. A similar ‘culture shift’ has been observed amongst young Indians (Das 2002).

6.2 Contributions to the current literature

This study adds to the body of knowledge about generational change in South Asia in several important ways. Firstly, it is one of the first contributions towards understanding the Generation Y profile in a South Asian context, and the first study of Generation Y in the Bangladeshi context. Scholarly work in relation to Generation Y has been concentrated in the Western context. Being conducted in Bangladesh, a South Asian country, the current study has extended the literature on generational cohorts as seen from a non-Western perspective.

Most studies of Generation Y have usually taken the perspectives of Generation Y themselves on particular aspects where they reflected on their own work preferences, attitudes and values (Dulin 2008; Ng et al. 2010; Nicholas 2008; Rawlins et al. 2008; Terjesen et al. 2007). Additionally, some studies have been conducted across three generational cohorts namely Baby Boomers, Generation X and Generation Y where each of the cohorts revealed perceptions of themselves respectively (Cennamo & Gardner 2008; Hess & Jepsen 2009; Kowske et al. 2010; Meriac et al. 2010; Treuren & Anderson 2010;Westerman & Yamamura 2007; Wong et al. 2008).

Based on the perceptions of individual generational cohorts, researchers have identified particular characteristics of each generation. The current research contributes to the literature by identifying a Bangladeshi Generation Y profile based on the perceptions of three participant groups: Generation Yers, their tertiary education providers and their employers. Collecting data from three sample groups ensured two things. Firstly, by using multiple perspectives, specifically the academics who prepared Generation Y for their worklives and the managers who are supervising them in their worklives ensured triangulation (Denzin & Lincoln 2000; Morse 2001).

Secondly, multiple generational cohorts, specifically Baby Boomers, Generation X and Generation Y, shared their perceptions, which contributed to the development of a profile of Generation Y in the context of Bangladesh. As the study was exploratory in nature and grounded theory methodology was utilised, the characteristics of the Generation Y profile were established from multiple generational cohorts' perspectives instead of from any one cohort exclusively. Thus, by considering three sample groups in one study, a more holistic understanding of the profile of Generation Y in a non-Western context could be achieved.

Another contribution of the current study is the identification of the factors that have shaped the profile of Generation Y. Most previous studies on Generation Y have not explored the factors that shaped distinctive characteristics; they have stated factors and forces in general, but have not explored how each of the profile elements has been specifically influenced by them. The current study identified several specific economic, social, global and contextual factors that have been influential in forming the Bangladeshi Generation Y profile. This study makes a valuable contribution to the existing generational cohort literature by locating factors, forces and events that have played a crucial role in determining characteristics in a different cultural, i.e. non-Western, perspective.

The study revealed several instances where the prevailing cultural orientation of Bangladesh seems to be shifting as the younger generation enters the workforce. For example, Bangladesh traditionally has been a collectivist society that has maintained a high power distance, high uncertainty avoidance, and a long term orientation. This collectivist society appears to be facing a changing cultural orientation in Generation Y, members of which prefer less power distance in their relations with authority, are more uncertainty accepting, short term oriented and display individualistic preferences in the workplace. Therefore, an important contribution of the study is

that the data have revealed shifts of cultural orientations as the most recent generation has begun to participate fully in the workforce.

Earlier studies suggest several possible factors, such as economic growth and Western exposure, characteristically lead to a shift of cultural orientation within a country (Franke et al. 1991, 2002; Hofstede 1980; Triandis 1995, 2004). Furthermore, several studies demonstrate that in a given culture at least one of Hofstede's five cultural dimensions (Hofstede 1980, 1993, 2001,) will shift over time (Agarwala 2008; Cao 2009; Migliore 2009, 2011; Sachs 2005; Shah 2009; Zhang et al. 2003). But the current study has revealed that with the entrance of Generation Y into the Bangladeshi job market, more than one of Hofstede's cultural dimensions appear to be changing based on the changing expectations of the new generational cohort. Thus, the present study contributes to the generational cohort literature by linking a shift of cultural orientation with new generational cohorts arriving in the workforce in a given society and in a non-Western context.

The current study also adds value to the literature by highlighting the role of private universities in a non-Western context in two ways. Firstly, it demonstrates how Western curricula that are followed in the private universities have contributed to shaping graduates, specifically Generation Y business graduates, in a non-Western context. Secondly, the study reveals how private university business graduates are perceived by employers in Bangladesh. As private universities have only recently emerged as alternative education providers in Bangladesh since the early 1990s, this is one of the first studies to explore how private university graduates are perceived by the employers in the job market. Private universities may wish to consider the observations of business managers with regards to various characteristics of Generation Y, and use them accordingly in preparing their business graduates for the 21st century.

A final contribution of the current study is the finding that Generation Y in Bangladesh is not a homogeneous cohort: there are differences in their values and behaviours based on family socio-economic status, urban versus rural upbringing, and private versus public tertiary education. This is one of the few studies that has identified the existence of heterogeneity within a single generational cohort. These findings suggest that researchers and managers should be as mindful of the differences *within* a generational cohort as the differences between different generations.

6.3 Implications of the research findings

The study offers a number of implications for those managers in organisations who must manage Generation Y in Bangladesh. One of the major findings of the current study is that there is a need for the employing organisations to gain a greater understanding of the newest entrant in the work force. As far as Bangladesh is concerned, however, there is a dearth of scholarly research in this area, as in many others. It has been documented in the general management literature, however, that managing a diverse workforce is a challenge for 21st century managers (Gibson et al. 2009; Twenge 2010); Bangladeshi organisations are no exception.

In the absence of any identified academic publications on generational cohorts in Bangladesh, the present study offers a significant insight into the youngest generational cohort with respect to their workplace behaviours and expectations. The current study points to the fact that shifts of expectations are taking place amongst the generations in Bangladesh. This finding suggests that Bangladeshi organisations should take the initiative in determining what their employees expect and do not expect from their employers. They may also welcome suggestions of specific strategies that could be implemented in order to reasonably meet expectations. Researchers in the Western context have suggested something similar about employee expectations (Jenkins 2008).

One of the significant implications coming out of the current study for managers is that Generation Y employees prefer an inclusive style of management. It is very important for organisations to identify their prevailing management styles, because if there is a mismatch between Generation Y's expectations and organisational practices there is the possibility of conflict. For example, although Bangladesh is traditionally a high power distance society, where organisations usually practice a top down management style, the present research indicates that younger employees prefer a more inclusive style of management, which is a change from previous generations. It may be appropriate and helpful for organisations to assess their management styles and consider possible changes in their supervision of younger employees.

Research in the Western context has stressed the need to continuously re-evaluate management policies, procedures and practices with regards to managing a multigenerational workforce, particularly with older generations retiring and younger cohorts taking their place (Jenkins 2008; Macon & Artley 2009). As organisations face challenges in attracting and retaining an effective and efficient work force (Kaye & Jordan-Evans 2003; Yu & Miller 2005), this current study sends a timely reminder that it is helpful for organisations to know their younger employees' leadership expectations.

The study highlights another important leadership feature of managing Generation Y employees: in Bangladesh they find it easier to communicate to Generation X than to Baby Boomer managers. In contrast, several generational cohort studies conducted in the West have suggested that Baby Boomers are more effective in the role of mentoring Generation Yers (Jenkins 2008; Shaw & Fairhurst 2008). This current study highlights the danger of assuming a "one size fits all" approach in management practice and research. The current findings suggest that it is important to take into account the national context when conducting generational research.

Since Generation Yers in the current study revealed their ease at communicating with Generation X managers, organisations in Bangladesh (and possibly in South Asia in general) need to address the communication gap between Baby Boomer managers and Generation Y employees. For example, managers in different positions need to be alerted to young employees' supervision expectations; in this case organisations need to acknowledge changing cultural orientations in the country due to the different types of international, personal and educational experiences that have influenced Generation Y in ways earlier generations of Bangladeshis have not known.

In Bangladesh, Generation X managers may become mentors to Generation Y employees to guide their career development. Being young and new to the world of work, there could be many expectations from the Generation Yers' perspective. These mentors could help young employees set more realistic and attainable goals and alert them to the dangers of unrealistic expectations and the perils of short-term mismatch at the beginning of their career. If the managerial relationship between Generation X and Generation Y could be strengthened, Bangladeshi organisations could benefit in the long term as Baby Boomers will soon start retiring from jobs and Generation X and Y will continue to be in the job market for many years to come.

Generation Y has been shown to have more individualistic tendencies, such as expecting fast promotions, high salaries and numerous fringe benefits. In this respect, Generation Yers have been perceived to be more willing to accept uncertainty in their lives than are their predecessors. Furthermore, Bangladeshi Generation Yers possess a more short-term orientation than their older colleagues. Leaning towards short-term orientation has influenced Generation Yers to be ambitious, with unfulfilled expectations causing them to become frustrated, de-motivated and consequently to search for new jobs. Hence, organisations may think of providing opportunities and benefits that are deemed attractive to their young employees and that will satisfy their short-term needs.

In addition, Generation Yers' willingness to accept uncertainty, coupled with their ambitious attitude, may motivate them to accept challenging tasks that would enhance their satisfaction in reaching short-term goals. In this way, organisations can harness Generation Y's energy and ambition to benefit the organisation. Nevertheless, there should be scope for Generation Y to be rewarded for long-term commitment as well. Organisations can try to fulfil Generation Yers' expectations that are short-term in nature as well as increase their long-term organisational commitment.

This study also revealed that there are tensions in the Bangladeshi workplace due to perceived differences between the generations. Although Bangladeshi Generation Yers are more individualistic than previous generations, they enjoy working collaboratively in teams. Multigenerational team based projects may foster enhanced understanding between generations (Benson & Brown 2011; Mcguire et al. 2007; Sirias et al. 2007). Researchers have suggested bringing a multigenerational workforce together in various projects and for training sessions so that each generational cohort has the opportunity to understand what they have in common and what divides them. Greater understanding is likely to foster greater harmony (Mcguire et al. 2007; Sirias et al. 2007).

6.4 Limitations of the study

As in all research there are limitations to this study. The current study is pioneering research in the South Asian context with regards to identifying a Generation Y profile and the reasons for its development. An effort has been made to bring in instances throughout the discussion of the findings (Chapter 5) that illustrate the similarities in generational and cultural perceptions and shifts occurring in other Asian countries. Nevertheless, the contextual limitation suggests that findings cannot necessarily be generalised for other Asian countries. However, the theory that has been derived from the data could be applied to other Asian countries to explore their Generation Y profile and the causal factors influencing them.

Although the data is drawn from a small number of specific sub-groups of the Bangladesh population, the other side of that coin is that cultural and generational change seems to be driven partly by factors that will not be common throughout the Bangladeshi population, so that generational and cultural change is not likely to be uniform everywhere. This data tells us about groups subject to specific influences, with interesting outcomes.

In the present study, Generation Y perceptions were based on business graduates from private universities. The perceptions of the research participants may have varied with the inclusion of business graduates from public universities. Furthermore, having participating graduates from other disciplines, such as science or the humanities, may have brought in different profile elements. The theory that has been formed could be used to explore the profile of Generation Y business graduates from public universities, as well as for other academic disciplines. The theory could also be used to explore the profile of Generation Y workers who have not attended university.

Employer perspectives were taken from local and multinational commercial banks. It is noteworthy that interviews were conducted in commercial banks but questionnaires were distributed among Generation Y private university business graduates working in various sectors besides banking. It was observed that interview and questionnaire responses were similar in almost all respects. Nonetheless, incorporating employers' perceptions from manufacturing, development agencies and governmental organisations has the potential to demonstrate additional or different characteristic elements of Generation Y.

6.5 Future research directions

The study findings suggest a change of cultural orientation amongst tertiary educated Generation Yers in Bangladesh explicitly with regards to power distance, uncertainty, individualism/collectivism and short/long term orientations. The present study has revealed instances where Generation Yers have shown shifting expectations from high power to low power distance orientations, from long-term to short-term orientations, from uncertainty avoiding to uncertainty accepting and to emphasising an individualistic orientation as opposed to collectivist orientations. Therefore, future research could explore following cultural issues:

- *whether power distance orientation shifts from high to low in collectivist societies as Generation Y comes to increasingly occupy the job market.* Furthermore, more fine grained research could explore whether globalisation and more specifically exposure through a Westernised education system has led to a shift of power distance orientation from high to low.
- *whether Generation Yers of other collectivist societies are moving towards more individualism.* Another dimension that could be added to this research is to explore a possible shift to short-term orientation from long-term orientation due to Generation Yers' greater individualism.

Future endeavours could be directed towards the leadership preferences (inclusive versus autocratic) of Generation Y (Ng et al. 2010) in a non-Western context. As Generation Yers will proportionately hold more positions in the future job market (Twenge 2006) and employee motivation and retention are constant challenges to managers (Kaye & Jordan-Evans 2003; Yu & Miller 2005), identifying this cohort's leadership preferences will assist in managing them. In the current study, Generation Y employees preferred Generation X managers as opposed to Baby Boomer managers. Therefore, another dimension that could be added to the leadership choice of Generation Yers research is to explore the presence of any difference in preferences between Generation X and Baby Boomer managers in other countries, especially South Asian nations.

Future studies may be conducted in organisations other than banks to explore whether Generation Y exhibits similar profiles in other industry sectors. Researchers have noted variations in the generation gap among different industries (Anantamula & Shrivastav 2012). Specifically, it would be interesting to see whether Generation Y employees demonstrate a similar profile in NGO development organisations, as well as manufacturing organisations. Moreover, Generation Yers employed in governmental organisations may also be studied as governmental institutions are known to be bureaucratic in Bangladesh (Jahangir 2003) and elsewhere, which may not appeal to the more individualistic Generation Yers.

Research possibilities may additionally centre on exploring and comparing the profile of Generation Y business graduates graduated from public universities. Additionally, research could be conducted amongst Generation Y graduates from different disciplines other than business. Traditionally, business graduates are employed in the service sector in the economy, such as sales and marketing, retail or financial sector. Studying graduates from other disciplines would enable a more comprehensive understanding of the Generation Y profile. It would also be worthwhile exploring the experiences of Generation Yers who are entrepreneurs and self-employed. Entrepreneurial, generational and organisational behaviour studies could be fruitfully integrated.

Future research has the potential to be carried out amongst those Generation Yers who have not pursued university education. Profiling this group will bring out interesting outcomes as university education has been identified as one of the significant contributors in shaping Generation Yers' characteristics in the present research. Additionally, research can be conducted to examine presence of any variation in characteristics of rural Generation Yers who have been exposed to somewhat different upbringing as opposed to urban youth.

Use of matched dyads has the prospect of finding stronger data for ascertaining factors that are distinctive to generational cohorts. Follow up research can be carried out amongst generational cohorts who have stronger relationships such as, Generation Y employees and their direct supervisors or Generation Y students and their direct teachers. In this way, stronger data will appear as there will be more control over variability such as organisational culture.

The current study compiled perceptions from three perspectives (employers, academics and Generation Yers). As the present study suggested generational and cultural changes mostly amongst Generation Yers, it would be valuable to get the perceptions of their parents and other family members as to how they view these changes. It would contribute to generational cohort literature by comparing perspectives of multiple generations on the perceived cultural and value shifts.

The current study identified factors that are context specific to have influenced the profile of Generation Y of Bangladesh. These local factors are certainly different from Western contextual forces and events that have been shaped the Western generational cohorts. Therefore, future research may be carried out to compare and contrast the defining traits of each generational cohort across Western and non-Western contexts. Specifically, history of Bangladesh can be linked to the identification of particular characteristics of each generational cohort of Bangladesh and explore probable association or gap between the two contexts due to its unique history.

Comparative studies could be carried out in the future. The present research being centred on Generation Y can be considered as a foundation. Future research could compare Generation X and Baby Boomers with this Generation Y profile. These comparative studies would bring out commonalities and differences between generational cohorts based on their varied educational, economic and social backgrounds which are instrumental for organisations in managing multigenerational workforce. For example, Generation Y and Generation X could serve as comparison groups in a future research that may explore their leadership preferences. This type of research has the potential to reveal interesting findings as many Generation Xers are in the supervisory positions of Generation Y employees. Possible conflict will arise in the absence of comparable expectations between the two generational cohorts.

6.6 Researcher's final reflection

The researcher found the study both academically and professionally to be of great interest. Academically, the research contributes to the generational literature being carried out in a non-Western context. It will contribute to an understanding of Generation Y, the newest entrant in the workforce, from three different perspectives: employers, academics and Generation Yers themselves. In addition, the research casts light on the factors that influence generational change in a South Asian context, some of which can be considered cultural change in Bangladesh.

Professionally, being an academic, the research findings provided an understanding of the new generation of students who will assist educationists in managing Generation Y in the classroom and in facilitating knowledge dissemination and preparing them for the workforce. Finally, the theory generated from this research offers an insight to employers about how to effectively and efficiently manage Generation Y in the 21st century workforce in Bangladesh, and perhaps wider in South Asia.

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Appendix 1-A

Letter of introduction to the participating universities

Chairperson
School of Business
_____ University
Dhaka, Bangladesh

Subject: Letter of Introduction.

Dear Sir,

My name is Rubina I Ahmed and I am currently a PhD candidate at the School of Management, University of South Australia, Australia. I am under the supervision of Dr. Joanna Crossman of School of Management, University of South Australia. The title of my PhD research is *"The Emergence of Business Education through Private Universities in Bangladesh: An Exploration of the Implications for Employee Performances"*. This letter is to request formal permission from you to conduct the research in your department.

In the last two decades, university education has gone through changes in Bangladesh. The major change is the emergence of a high number of private universities. The aim of the proposed research is to investigate the perceived relevance of business education provided by private universities towards graduate employee performances. The proposed research will explore the perception of academicians and business professionals with regard to relationship between how private universities teach and prepare business graduates for workplaces. The proposed research will explore the transition process of business graduates from learning to workplaces in a developing country. Finally, the proposed research will examine whether the business curricula fulfils the requirements of the employers. The research is of high importance as it will enhance our understanding of the business education provided by private universities towards employee performances

The proposed research will include one-to-one personal interviews. The interview sessions will be approximately sixty minutes in length and will preferably be conducted after office hours and at a place suggested by the research participants. I have included a copy of the interview information sheet and interview guideline that will be used in the study. The interview information sheet contains the purpose of the study, the involvement and probable interview time, analysis and storage of data and the ethical procedures outlined by the University of South Australia's Human Research Ethics Committee. Only the researcher and Dr. Joanna Crossman (PhD Supervisor) will have access to the data and information collected from the study. Please be assured that research participant's comments or identity will not be revealed to the organisation in any form. Participants are free to withdraw from the research project at any stage without affecting their status or employment relationship with the organisation, either now or in the future.

I am requesting your approval (1) to pursue the study with the faculty members of the business department, (2) to inform about the research to business faculty members to solicit their participation in the personal interviews. You are requested to include the following in the letter when you inform your faculty members about the research:

- This study is not the organisation's research.
- This study is UniSA research and not related to organisation's research.
- The participation and non participation of the faculty members will not affect their present and future employment.
- The participation of the faculty members is absolutely voluntary in nature. Please also mention that the participants have absolute discretion to withdraw themselves from the study at any stage.

The research project will be completed at the end of 2010. The participant organisation can contact the researcher Rubina I Ahmed at School of Management, University of South Australia, North Terrace, SA 5000, Australia or at rubina.ahmed@postgrads.unisa.edu.au at the end of 2010 to receive the summary of the results.

There are no risks to participations in the study beyond those encountered during everyday life. All information collected as part of the study will be retained for seven years in the office of School of Management, University of South Australia as outlined by the UniSA guidelines. All forms (paper, tape, discs, CDs etc.) of data will be stored in locked cabinets. All records containing personal information will remain confidential and no information which could lead to identification of any individual will be released. If you have any questions about the research, please contact me at Tel# 01911 349728 (mobile), email: rubina.ahmed@postgrads.unisa.edu.au or my PhD Supervisor Dr. Joanna Crossman at Tel# 618 8 8302 9114 (office), email: joanna.crossman@unisa.edu.au at School of Management, University of South Australia.

Thank you for giving this request your fullest consideration.

Yours sincerely,

Rubina I Ahmed
PhD Candidate
School of Management
University of South Australia (UniSA)
City West Campus, North Terrace
Adelaide, SA 5000, Australia
Email: rubina.ahmed@postgrads.unisa.edu.au, rubinaiahmed@gmail.com

Attachments: Interview guide, Information sheets.

Appendix 1-B

Letter of Introduction to the participating banks

Manager
Human Resource Department
_____Bank Ltd.
Dhaka, Bangladesh

Subject: Letter of Introduction.

Dear Sir/Madam,

My name is Rubina I Ahmed and I am currently a PhD candidate at the School of Management, University of South Australia, Australia. I am under the supervision of Dr. Joanna Crossman of School of Management, University of South Australia. The title of my PhD research is *"The Emergence of Business Education through Private Universities in Bangladesh: An Exploration of the Implications for Employee Performances"*. This letter is to request formal permission from you to conduct the research in your organisation.

In the last two decades, university education has gone through changes in Bangladesh. The major change is the emergence of a high number of private universities. The aim of the proposed research is to investigate the perceived relevance of business education provided by private universities towards graduate employee performances. The proposed research will explore the perception of academicians and business professionals with regard to relationship between how private universities teach and prepare business graduates for workplaces. The proposed research will explore the transition process of business graduates from learning to workplaces in a developing country. Finally, the proposed research will examine whether the business curricula fulfils the requirements of the employers. The research is of high importance as it will enhance our understanding of the business education provided by private universities towards employee performances.

The proposed research will include one-to-one personal interviews. The interview sessions will be approximately sixty minutes in length and will preferably be conducted after office hours and at a place suggested by the research participants. I have included a copy of the interview information sheet and interview guideline that will be used in the study. The interview information sheet contains the purpose of the study, the involvement and probable interview time, analysis and storage of data and the ethical procedures outlined by the University of South Australia's Human Research Ethics Committee. Only the researcher and Dr. Joanna Crossman (PhD Supervisor) will have access to the data and information collected from the study. Please be assured that research participant's comments or identity will not be revealed to the organisation in any form. Participants are free to withdraw from the research project at any stage without affecting their status or employment relationship with the organisation, either now or in the future.

I am requesting for the organisation's approval (1) to pursue the study with your management trainees and their supervisors, (2) to inform about the research to your employees to solicit their participation in the personal interviews. You are requested to include the following in the letter when you inform your employees about the research:

- This study is not the organisation's research.
- This study is UniSA research and not related to organisation's research.
- The participation and non-participation of the employees will not affect their present and future employment.
- The participation of the employees is absolutely voluntary in nature. Please also mention that the employees have absolute discretion to withdraw themselves from the study at any stage.

The research project will be completed at the end of 2010. The participant organisation can contact the researcher Rubina I Ahmed at School of Management, University of South Australia, North Terrace, SA 5000, Australia or at rubina.ahmed@postgrads.unisa.edu.au at the end of 2010 to receive the summary of the results.

There are no risks to participation in the study beyond those encountered during everyday life. All information collected as part of the study will be retained for seven years in the office of School of Management, University of South Australia as outlined by the UniSA guidelines. All forms (paper, tape, discs, CDs etc.) of data will be stored in locked cabinets. All records containing personal information will remain confidential and no information which could lead to identification of any individual will be released. If you have any questions about the research, please contact me at Tel# 01911 349728 (mobile), email: rubina.ahmed@postgrads.unisa.edu.au or my PhD Supervisor Dr. Joanna Crossman at Tel# 618 8 8302 9114 (office), email: joanna.crossman@unisa.edu.au at School of Management, University of South Australia.

Thank you for giving this request your fullest consideration.

Yours faithfully,

Rubina I Ahmed
PhD Candidate
School of Management
University of South Australia (UniSA)
City West Campus, North Terrace
Adelaide, SA 5000, Australia
Email: rubina.ahmed@postgrads.unisa.edu.au, rubinaiahmed@gmail.com

Attachments: Interview guide, Information sheets.

Appendix 1-C

Letter of introduction to the career counselling centre

Director
Career Counselling Centre
-------- University
Dhaka, Bangladesh

Subject: Letter of Introduction.

Dear Sir,

My name is Rubina I Ahmed and I am currently a PhD candidate at the School of Management, University of South Australia, Australia. I am under the supervision of Dr. Joanna Crossman of School of Management, University of South Australia. The title of my PhD research is *"The Emergence of Business Education through Private Universities in Bangladesh: An Exploration of the Implications for Employee Performances"*. This letter is to request formal permission from you to conduct the research through Career Counselling Centre, _____ University.

In the last two decades, university education has gone through changes in Bangladesh. The major change is the emergence of a high number of private universities. The aim of the proposed research is to investigate the perceived relevance of business education provided by private universities towards graduate employee performances. The proposed research will explore the perception of academicians and business professionals with regard to relationship between how private universities teach and prepare business graduates for workplaces. The proposed research will explore the transition process of business graduates from learning to workplaces in a developing country. Finally, the proposed research will examine whether the business curricula fulfils the requirements of the employers. The research is of high importance as it will enhance our understanding of the business education provided by private universities towards employee performances.

As part of the research, a questionnaire study is included to investigate the relevance of business education provided by the private universities towards employee performances. Along with this letter, I am including a copy of the Information Sheet, Questionnaire and a stamped self-addressed envelope for your information. The questionnaire information sheet contains the purpose of the study, the involvement and probable time to fill up the questionnaire, analysis and storage of data and the ethical procedures outlined by the University of South Australia's Human Research Ethics Committee. Only the researcher and Dr. Joanna Crossman (PhD Supervisor) will have access to the data and information collected from the study. The questionnaire will take approximately thirty minutes to fill up. Please be

assured that research participant's comments or identity will not be revealed to any organisation in any form.

I am requesting for your approval (1) to pursue the study with the business alumni, (2) to inform about the research to the business alumni to solicit their participation in the questionnaire study. While informing about the research to the business alumni, you are requested to include the followings in the letter:

- This study is not the University's or Career Counselling Centre's research.
- This study is UniSA research and not related to the University's or Career Counselling Centre's research.
- The participation and non-participation of the business alumni will not affect their present and future relationship with the university or with the Career Counselling Centre.
- The participation of the business alumni is absolutely voluntary in nature. Please also mention that the participants have absolute discretion to withdraw themselves from the study at any stage.

The research project will be completed at the end of 2010. You can contact the researcher Rubina I Ahmed at School of Management, University of South Australia, North Terrace, SA 5000, Australia or at rubina.ahmed@postgrads.unisa.edu.au at the end of 2010 to receive the summary of the results.

There are no risks to participations in the study beyond those encountered during everyday life. All information collected as part of the study will be retained for seven years in the office of School of Management, University of South Australia as outlined by the UniSA guidelines. All forms (paper, tape, discs, CDs etc.) of data will be stored in locked cabinets. All records containing personal information will remain confidential and no information which could lead to identification of any individual will be released. If you have any questions about the research, please contact me at Tel# 01911 349728 (mobile), email: rubina.ahmed@postgrads.unisa.edu.au or my PhD Supervisor Dr. Joanna Crossman at Tel# 618 8 8302 9114 (office), email: joanna.crossman@unisa.edu.au at School of Management, University of South Australia.

Thank you for giving this request your fullest consideration.

Yours sincerely,

Rubina I Ahmed
PhD Candidate
School of Management
University of South Australia (UniSA)
City West Campus, North Terrace
Adelaide, SA 5000, Australia
Email: rubina.ahmed@postgrads.unisa.edu.au, rubinaiahmed@gmail.com

Attachments: Information Sheet, Questionnaire

Appendix 1-D

Letter of introduction to the questionnaire participants

This document will be printed on School of Management Letter Head

Subject: Letter of Introduction.

Dear participant,

My name is Rubina I Ahmed and I am currently a PhD candidate at the School of Management, University of South Australia, Australia. I am under the supervision of Dr. Joanna Crossman of School of Management, University of South Australia. The title of my PhD research is *"The Emergence of Business Education through Private Universities in Bangladesh: An Exploration of the Implications for Employee Performances"*. This letter is to request you to participate in the proposed research.

In the last two decades, university education has gone through changes in Bangladesh. The major change is the emergence of a high number of private universities. The aim of the proposed research is to investigate the perceived relevance of business education provided by private universities towards graduate employee performances. The proposed research will explore the perception of academicians and business professionals with regard to relationship between how private universities teach and prepare business graduates for workplaces. The proposed research will explore the transition process of business graduates from learning to workplaces in a developing country. Finally, the proposed research will examine whether the business curricula fulfils the requirements of the employers. The research is of high importance as it will enhance our understanding of the business education provided by private universities towards employee performances.

As part of the research, a questionnaire study is included to investigate the relevance of business education provided by the private universities towards employee performances. I am inviting you to participate in this research. I am including a copy of the Information Sheet, Questionnaire and a stamped self-addressed envelope for your information. The questionnaire information sheet contains the purpose of the study, the involvement and probable time to fill up the questionnaire, analysis and storage of data and the ethical procedures outlined by the University of South Australia's Human Research Ethics Committee. Only the researcher and Dr. Joanna Crossman (PhD Supervisor) will have access to the data and information collected from the study. The questionnaire will take approximately thirty minutes to fill up. Please be assured that research participant's comments or identity will not be revealed to any organisation in any form. You are free to withdraw from the research project at any stage without affecting your status with any organisation, either now or in the future. If you are willing to participate in the research, you are requested to fill up the questionnaire and return it through the stamped self-addressed envelope.

The research project will be completed at the end of 2010. You can contact the researcher Rubina I Ahmed at School of Management, University of South Australia, North Terrace, SA 5000, Australia or at rubina.ahmed@postgrads.unisa.edu.au at the end of 2010 to receive the summary of the results.

There are no risks to participation in the study beyond those encountered during everyday life. All information collected as part of the study will be retained for seven years in the office of School of Management, University of South Australia as outlined by the UniSA guidelines. All forms (paper, tape, discs, CDs etc.) of data will be stored in locked cabinets. All records containing personal information will remain confidential and no information which could lead to identification of any individual will be released. If you have any questions about the research, please contact me at Tel# 01911 349728 (mobile), email: rubina.ahmed@postgrads.unisa.edu.au or my PhD Supervisor Dr. Joanna Crossman at Tel# 618 8 8302 9114 (office), email: joanna.crossman@unisa.edu.au at School of Management, University of South Australia.

Thank you for giving this invitation your fullest consideration.

Yours faithfully,

Rubina I Ahmed
PhD Candidate
School of Management
University of South Australia (UniSA)
City West Campus, North Terrace
Adelaide, SA 5000, Australia
Email: rubina.ahmed@postgrads.unisa.edu.au, rubinaiahmed@gmail.com

Attachments: Information sheet, Questionnaire, Stamped Self Addressed Envelope.

Appendix 1-E

Letter of introduction issued by the career counselling director to the researcher

Dear Alumni,

I am happy to introduce Ms. Rubina I Ahmed, a PhD researcher of School of Management, University of South Australia. The title of her research is "The Emergence of Business Education through Private Universities in Bangladesh: An Exploration of the Implications for Employee Performance". As part of the PhD research, she would like to conduct a questionnaire survey among ____ alumni. ____Career Counselling Centre is participating in her PhD research as part of assisting to collect data, information from _____ alumni. We request your cooperation in this regard and will appreciate if you fill up the attached questionnaire.

The questionnaires is anonymous in nature, therefore you do not need to write your name. Through this process your identity will not be revealed during and after the research. Please place the completed questionnaire in a sealed envelope attached with the letter. Please post the stamped envelope. If you have queries regarding the questionnaire, please contact the researcher at 01911320800 or rubinaiahmed@gmail.com. ___ Career Counselling Centre will appreciate your participation.

_____

_____, Department Business Administration

Director of Career Counselling Centre

Appendix 2-A

Interview information sheet



School of Management
University of South Australia
Adelaide, SA 5000, Australia

Interview Information Sheet

Dear Participant,

My name is Rubina I Ahmed and I am currently a PhD candidate at the School of Management, University of South Australia, Australia. I am under the supervision of Dr. Joanna Crossman of School of Management, University of South Australia. The title of my PhD research is *"The Emergence of Business Education through Private Universities in Bangladesh: An Exploration of the Implications for Employee Performances"*. This interview study is a part of my PhD research investigating the relevance of business education provided by the private universities towards employee performances. I am inviting you to participate in this research. Your participation in this research is entirely voluntarily. You can choose to withdraw from the research at any time without any reservation. Your decision whether or not to participate will not affect your current and future relations with the organisation.

In the last two decades, university education has gone through changes in Bangladesh. The major change is the emergence of a high number of private universities. The aim of the proposed research is to investigate the perceived relevance of business education provided by private universities towards graduate employee performances. The proposed research will explore the perception of academicians and business professionals with regard to relationship between how private universities teach and prepare business graduates for workplaces. The proposed research will explore the transition process of business graduates from learning to workplaces in a developing country. Finally, the proposed research will examine whether the business curricula fulfils the requirements of the employers. The research is of high importance as it will enhance our understanding of the business education provided by private universities towards employee performances.

If you choose to participate in the research, the researcher will interview you. The duration of the interview is anticipated to be approximately 60 (sixty) minutes. The interviews will preferably be audio taped. The researcher and her PhD Supervisor Dr. Joanna Crossman of School of Management, University of South Australia will have access to the data collected from this study. Please be assured that your comments or identity will not be revealed to your organisation in any form. No individual's identity will be revealed during and after the interview. Individual participant's comments will not be reported or revealed in the final report of the study. The research project will be completed at the end of 2010. The participant can contact the researcher Rubina I Ahmed at School of Management, University of South

Australia, North Terrace, SA 5000, Australia or at rubina.ahmed@postgrads.unisa.edu.au at the end of 2010 to receive the summary of the results.

There are no risks to participations beyond those encountered during everyday life. All information collected as part of the study will be retained for seven years in the office of School of Management, University of South Australia. All forms (paper, tape, discs, CDs etc.) of data will be stored in locked cabinets. All records containing personal information will remain confidential and no information that could lead to identification of any individual will be released.

During the process of the study, either myself or my PhD Supervisor Dr. Joanna Crossman (Tel# 61 8 8302 9114, email: joanna.crossman@unisa.edu.au) at School of Management, University of South Australia can be contacted if you have any questions. The project has been approved by the University of South Australia's (UniSA) Human Research Ethics Committee. If you have any ethical concerns about the research or questions about your rights as a participant, please contact the Executive Officer of this Committee, Tel No. 61 8 8302-3118, email: vicki.allen@unisa.edu.au

Thank you very much for your participation in the research.

Yours faithfully,

Rubina I Ahmed
PhD Candidate
School of Management
University of South Australia (UniSA)
City West Campus, North Terrace
Adelaide, SA 5000, Australia
Tel# 01911 349728 (mobile)
Email: rubina.ahmed@postgrads.unisa.edu.au, rubinaiahmed@gmail.com

Appendix 2-B

Questionnaire information sheet

School of Management
University of South Australia
Adelaide, SA 5000, Australia

Invitation for Participation in the Questionnaire Study

Dear Participant,

My name is Rubina I Ahmed and I am currently a PhD candidate at the School of Management, University of South Australia, Australia. I am under the supervision of Dr. Joanna Crossman of School of Management, University of South Australia. The title of my PhD research is *"The Emergence of Business Education through Private Universities in Bangladesh: An Exploration of the Implications for Employee Performances"*. This questionnaire study is a part of my PhD research investigating the relevance of business education provided by the private universities towards employee performances. I am inviting you to participate in this research. You will be requested to respond to open ended questions, which ask your opinions and views about the business education you obtained in a private university and your career experiences. Your participation in this project is entirely voluntary.

What is the questionnaire about?

- The objective of the questionnaire is to understand how business alumni perceive about the education they obtained at a private university and their workplace experiences. The proposed research will explore the transition process of business graduates from learning to workplaces in a developing country. The proposed research will examine whether the business curricula fulfills the requirements of the employers. The questionnaire will take approximately 30 minutes to complete.

Confidentiality

- This questionnaire is anonymous, as the questionnaire does not ask for names of participants. You are requested not to write your name in the questionnaire.
- Responses to the questions are strictly confidential and can only be seen by the researcher and her PhD Supervisor.
- No individual's identity will be revealed during and after the study.
- Participants are free to withdraw from the research project at any stage without affecting their status with the organisation, either now or in the future.
- In all reported results, within the university or through external publications or presentations, identities of the participants will never be revealed nor will any individual demographic data will be reported.
- Aggregate demographic data will be used to describe the participants in greater detail.
- No individual demographic data or information will be revealed or reported anywhere in the final report.
- Individual organisational results, results by participant's category, individual participant's results will not be provided in any form to the participating organisations.

- Individual participant's comments will not be reported or revealed in the final report of the study.
- The research project will be completed at the end of 2010. The participant can contact the researcher Rubina I Ahmed at School of Management, University of South Australia, North Terrace, SA 5000, Australia or at rubina.ahmed@postgrads.unisa.edu.au at the end of 2010 to receive the summary of the results.
- The completion and return of the questionnaire indicates your voluntary participation in the research.

Completion and general guidelines

- If you participate in the research, you are invited to complete the attached questionnaire.
- For this research to be successful, your honest responses are important, even if the information that you may provide is not favorable.

Collection of questionnaire

Please place the completed questionnaire in the enclosed stamped self addressed envelope and return to the researcher.

Retention of data

- All information collected as part of the study will be retained for seven years in the office of School of Management, University of South Australia (UniSA). All forms (paper, tape, discs, CDs etc.) of data will be stored in locked cabinets.
- The researcher and her PhD Supervisor Dr. Joanna Crossman of School of Management, University of South Australia will have access to the data.

Ethics and safety

- The project has been approved by the University of South Australia's (UniSA) Human Research Ethics Committee. If you have any ethical concerns about the research or questions about your rights as a participant, please contact the Executive Officer of this Committee, Tel: 61 8 8302-3118, email: vicki.allen@unisa.edu.au
- There is no risk to the participants beyond those encountered during everyday life as a result of their involvement in the research.

If you have any questions about the research, please contact me at Tel #01911 349728 (mobile), emails: rubina.ahmed@postgrads.unisa.edu.au, rubinaiahmed@gmail.com or my PhD Supervisor Dr. Joanna Crossman at Tel# 618 8 8302 9114 (office), email: joanna.crossman@unisa.edu.au at School of Management, University of South Australia.

Thank you for your time and cooperation. Your participation is highly appreciated.

Yours faithfully,

Rubina I Ahmed
PhD Candidate
School of Management
University of South Australia (UniSA)
North Terrace, Adelaide
SA 5000, Australia
Tel# 01911 349728 (mobile)
Email: rubina.ahmed@postgrads.unisa.edu.au, rubinaiahmed@gmail.com

Appendix 3-A

Interview consent form (for audio tape)



School of Management
University of South Australia
Adelaide, SA 5000, Australia

INTERVIEW CONSENT FORM (for Audio Tape)

Project Title: "*The Emergence of Business Education through Private Universities in Bangladesh: An Exploration of the Implications for Employee Performances*"

Researcher's name: Rubina I Ahmed, PhD Candidate
School of Management, University of South Australia (UniSA)
Contact details: Tel: 01911 349728 (mobile)
Email: rubina.ahmed@postgrads.unisa.edu.au, rubinaiahmed@gmail.com

Supervisor's name: Dr. Joanna Crossman
School of Management, University of South Australia (UniSA)
Contact details: Tel: 61 8 8302 9114 (office)
Email: joanna.crossman@unisa.edu.au

- I have read the Participant Information Sheet, and the nature and the purpose of the research project have been explained to me. I understand and agree to take part.
- I understand that I may not directly benefit from taking part in the project.
- I understand that I can withdraw from the study at any stage and that this will not affect my status now or in the future.
- I confirm that I am over 18 years of age.
- I understand that I will be audio taped during the study.

- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.

- I understand that the tape will be stored by the researcher safely in her office. Any soft copy of the tape stored in the researcher's work computer, can only be accessed by her personal username and password. The researcher and her PhD Supervisor will only have the access to the tape. The tape or the content of it will not be used for any purposes other than this particular PhD research. All information collected as part of the study will be retained for seven years in the office of School of Management, University of South Australia (UniSA), City West Campus, North Terrace, Adelaide, SA 5000, Australia according to UniSA guidelines.

Name of participant **……**

Signed .....

Dated .....

I have explained the study to subject and consider that he/she understands what is involved.

Researcher's signature and date.....

Appendix 3-B

Interview consent form (without audio recording)

School of Management
University of South Australia
Adelaide, SA 5000, Australia

INTERVIEW CONSENT FORM (without audio taping)

Project Title: *"The Emergence of Business Education through Private Universities in Bangladesh: An Exploration of the Implications for Employee Performances"*

Researcher's name: Rubina I Ahmed, PhD Candidate
School of Management, University of South Australia (UniSA)
Contact details: Tel: 01911 349728 (mobile)
Email: rubina.ahmed@postgrads.unisa.edu.au, rubinaiahmed@gmail.com

Supervisor's name: Dr. Joanna Crossman
School of Management, University of South Australia (UniSA)
Contact details: Tel: 61 8 8302 9114 (office)
Email: joanna.crossman@unisa.edu.au

- I have read the Participant Information Sheet and the nature and purpose of the research project has been explained to me. I understand and agree to take part.
- I understand the purpose of the research project and my involvement in it.
- I understand that I may withdraw from the research project at any stage and that this will not affect my status now or in the future.
- I confirm that I am over 18 years of age.
- I understand that while information gained during the study may be published, I will not be identified and my personal results will remain confidential.

- I understand that all information collected as part of this study will be stored by the researcher safely in her office. Any soft copy of the data stored in the researcher's work computer, can only be accessed by her personal username and password. The researcher and her PhD Supervisor will only have the access to the data. The content of the interview will not be used for any purposes other than this particular PhD research. All information collected as part of the study will be retained for seven years in the office of School of Management, University of South Australia (UniSA), City West Campus, North Terrace, Adelaide, SA 5000, Australia according to UniSA guidelines.

Name of participant…….....

Signed…….**Date**…….

I have provided information about the research to the research participant and believe that he/she understands what is involved.

Researcher's signature and date……...

Appendix 4

Self-administered questionnaire (business graduates)



School of Management
University of South Australia
Adelaide, SA 5000, Australia

The Emergence of Business Education through Private Universities in Bangladesh

An Exploration of the Implications for Employee Performances

Part A: General Background (Cross(X) the boxes)

Gender: ☐ Male ☐ Female

Age: ☐ 20 – 24 ☐ 25 – 29 ☐ 30 – 34 ☐ 35 – 39 ☐ 40 – 44 ☐ 45>

Degree(s) Achieved: BBA ☐ MBA ☐ Others ☐

Major in *(e.g. Marketing, Management, Finance, etc.)***:**

BBA ☐ MBA ☐

Others ☐

Year of Graduation: BBA ☐ MBA ☐ Others ☐

Part B: You and Your Job(s)

Part B concerns your first and later (if applicable) jobs you held after obtaining the Business Degree. Please respond in detail for each of the following questions.

1. The time gap between completion of Business Degree and your first full-time employment:

[ ] Years [ ] Months

2. In which field/department were you employed in your first job? *(e.g. Administrative, Accounting, Finance, Sales, etc.)*

[ ]

3. How many times have you changed jobs in your career?

[ ]

4. Reasons for changing jobs:

5. Mention the types of organisations you have worked so far:

6. Mention the different fields/departments you have worked in throughout your career:

Part C: Your Business Education

Part C concerns how the Business Degree is related to your work experiences. Please respond in detail for each of the following questions. Use separate page if needed.

7. Why did you choose private university?

8. In general, what is your opinion towards private universities?

9. How has the business degree helped you in obtaining your job(s)?

10. When you were a business student in the university, what were your expectations from the business degree in terms of your career?

11. To what extent these expectations have been fulfilled when you entered into the workplace?

12. From your experience rank the following from 1 – 7 according to importance (1 being most important and 7 being least important) in terms of preparing you for workplace:

a) case study [ ]
b) class presentation [ ]
c) exam [ ]
d) industry visit [ ]
e) project/term paper [ ]
f) assignments [ ]
g) role play [ ]

13. In your opinion, what types of skills (e.g. subject specific, communication, network, etc.) have you obtained at University which proved useful at work?

14. In what ways do you think your university could improve the quality of business graduates and prepare them for the workplace?

15. In your opinion, how do the following groups of people perceive/view private university business graduates?

a) General public –
b) Your workplace supervisor –
c) Your co-workers –

16. Do you see any change in perception/views among the following groups of people towards private university business graduates? How?

a) General public –
b) Your workplace supervisor –
c) Your co-workers –

17. From your experience, what specific skills are needed to obtain the following?

a) Job –
b) Promotion –

18. In your opinion, what criteria are used to evaluate your work performance?

Thank you for participating in the questionnaire. Your contribution is truly appreciated.

Appendix 5-A

Interview guide (business graduate participants)

Part A: General Background

1. Gender: ☐ Female ☐ Male
2. Age: ☐ 20 – 24 ☐ 25 – 29 ☐ 30 – 34 ☐ 35 – 39 ☐ 40 >
3. Year of graduation:
4. Highest degree achieved: ☐ BBA ☐ MBA
5. Major: BBA _____ MBA _____
6. The time gap between completion of degree and actual employment:
7. In which field/department you were employed in your first job?
8. How many times have you switched jobs?
9. Reasons for switching jobs:
10. If you have changed jobs, what are the fields/departments you have worked in?

Part B. Interview Questions (work related)

11. What were the main duties that you had to perform in your first job?
12. Did you attend any training when you first started your job?
13. What are the areas your training program covered during the probationary period?
14. Any other workshops/trainings your supervisor suggested that you do?

15. Did this training overlap with your university course?

16. Among your duties/functions, which area is the most difficult one? Why?

17. How did you manage to cope with the difficulties?

Part C. Interview Questions (university related)

18. Explain in what way were you prepared by your University for the following :
    a) recruitment process
    b) day-to-day job performance

19. Why did you study in a private university?

20. In general, what is your opinion towards private universities?

21. When you were a business student in the university, what were your expectations of the Business Degree in terms of your career?

22. To what extent were these expectations fulfilled when you started working in the bank?

23. Identify skills learned at University that prepared you for work?

24. Based on your experience, how do you suggest your University could improve their business programs to assist graduates entering the banking industry?

22. In your opinion, how do the following groups of people perceive private university business graduates?

    a) General public
    b) Your supervisor
    c) Your co-workers

23. Do you see any change of perception among the following groups of people towards private university business graduates? How?

    a) General public
    b) Your supervisor
    c) Your co-workers

Appendix 5-B

Interview guide (bank manager participants)

Part A: General background

1. Gender: ☐ Female ☐ Male

2. Age: ☐ 30 – 34 ☐ 35 – 39 ☐ 40 – 44 ☐ 45 – 49 ☐ 50>

3. What is your highest qualification?

4. Type of institution you obtained your degree from: ☐ Public ☐ Private

5. How long have you been in the current supervisory position?

6. How many years you have been in a supervisory position in banks?

7. What other departments have you supervised?

8. Approximately how many private university business graduates have you supervised / worked with directly or indirectly?

Part B: Interview questions

9. What criteria do you use for evaluating the trainees in your department?

10. Please describe training and orientation process for trainees in your department.

11. How do you feel about the performances of private university business graduates in your department?

12. What are the strengths of the private university business graduates?

13. What are the weaknesses of the private university business graduates?

14. Do you think the private university business curricula have equipped the business graduates adequately to handle day-to-day banking operations?

15. In what way do you think universities could improve the quality of graduates to prepare them for banks?

16. In your opinion, how can the private universities improve the following?
    a) Curriculum content
    b) Methods of teaching
    c) Other areas

Appendix 5-C

Interview guide (business faculty participants)

Part A: General Background

1. Gender: ☐ Female ☐ Male

2. Age: ☐ 30 – 35 ☐ 35 – 40 ☐ 40 – 45 ☐ 45 – 50 ☐ 50>

3. What is your highest qualification?

4. Type of institution you obtained your degree from: ☐ Public ☐ Private

5. How long have you been teaching in private university?

6. Total years of teaching career:

Part B: Interview questions

7. What courses do you usually teach?

8. How do you design courses in terms of :
   a) Content
   b) student assessment
   c) method of teaching

9. Does the School of Business guide you in preparing the course? In what way?

10. Has the School of Business communicated to you the skills required by the employers from your course?

11. Private university is a new phenomenon in Bangladesh. What is your opinion about –
    a) The strengths of the business graduates
    b) The weaknesses of the business graduates

12. In your opinion, how do private university business graduates view private universities?

13. What do you think of the acceptability of the business graduates in the job market?

14. Do you think there has been any change towards the image of private universities in the society?

Appendix 5-D

Modified interview guide (business graduate participants)

1. In your opinion, what criteria are used to evaluate your work performance?
2. From your experience, what specific skills are needed to obtain the following:
    a) Getting job
    b) Promotion
3. In your opinion, what are private university business graduates' strengths and weaknesses?
4. Do you think there is skill mismatch between expectation and reality of graduates in the workplace?
5. Several bank managers consider 'family background' of the graduates as both strength and weakness – what is your opinion about it?
6. Does 'depth of knowledge' pose any problem for you at work place?
7. Do you feel any generation gap between you and your supervisor/business academics?
8. Do you think you were 'spoon fed' in the university?
9. In what ways communication skill help in work performance?
10. If you did not study BBA, how would your work performance be affected?
11. In your opinion, which method of teaching (case study, lecture, etc.) is proven to be most useful in work life?
12. What do you understand by practical oriented education?

Appendix 5-E

Modified interview guide (bank manager participants)

1. In your opinion, what do the private university business graduates capitalise on?
2. During recruitment process, usually which skill is strong most in private university business graduates?
3. In your opinion, how much family influence/connection did the private university business graduates use during recruitment process?
4. How would you define ‘depth of knowledge’?
5. If job description is more or less structured/formatted, then where ‘depth of knowledge’ is needed for entry level jobs?
6. Medium of instruction in the organisation (correspondence, presentations, with clients). Why English is used extensively in Bangladesh?
7. Is there a gap between expected and actual skills of private university business graduates?
8. In what ways communication skill help in work performance?
9. Do you feel any impact of generation gap between you and your employees whom you supervise?
10. In your opinion, what is the impact of studying western text books?
11. What are the three most important skills during promotion?
12. What do you understand by practical oriented education?

Appendix 5-F

Modified interview guide (business faculty participants)

1. In your opinion, what is the impact of studying western text books?
2. Bank managers consider ‘family background’ of the graduates as both strength and weakness – what is your opinion about it?
3. Do you feel any impact of generational gap between students and yourself?
4. Do you agree that private university students are ‘spoon fed’?
5. Is family background to blame for ‘spoon feeding’ mentality?
6. Why university continues to ‘spoon feed’?
7. Define ‘depth of knowledge’ – subject knowledge vs. market knowledge in the form of case studies, etc.
8. Lack of ‘depth of knowledge’ among graduates – why not the faculties correct?
9. In your opinion, what do the private university business graduates capitalise on?
10. In what ways communication skill help in work performance?
11. What would you do to make BBA education more practical oriented
12. How corporate attachment can be increased?

Appendix 5-G

Further modified interview guide

1. Comment about value system of Bangladesh – at workplace, academic institutions home levels.
2. Do you find any difference in behaviour pattern (e.g. expectations, work style etc.) between the present generation employees (Generation Y) and previous generations (Baby Boomers and Generation X)? How?
3. In your opinion, what events occurring 1980s onward impacted Generation Y behaviour?
4. From your experience (if any) do you find any similarity between Western and Eastern (E.g. Bangladesh) Generation Y behavior patterns?
5. Do you think students are prepared to work inter-culturally?
6. Do you think there is any impact of studying western curricula and Generation Y behavior?
7. Do you find any difference in communication patterns between economic social classes of students/employees?
8. How universities equip students with CMN skills?

Appendix 6

List of generational cohort articles used in the thesis

Sl.	Author	Year	*Empirical/ Conceptual	Quantitative/Qualitative/ Mixed	Respondents	Context
1	Kupperschmidt	2000	Conceptual	**N/A	N/A	N/A
2	Twenge	2000	Empirical	Quantitative, Questionnaire survey	Study 1: 170 college students Study 2: 99 School students	USA
3	Alch	2000	Conceptual	N/A	N/A	N/A
4	Allerton	2001	Conceptual	N/A	N/A	N/A
5	Wolburg &Pokrywczynski	2001	Empirical	Quantitative	368 students in one Midwestern university	USA
6	Loughlin & Barling	2001	Conceptual	N/A	N/A	N/A
7	Twenge & Campbell	2001	Empirical	Quantitative, Cross temporal Meta-analysis	355 people	USA
8	Smola & Sutton	2002	Empirical	Quantitative Questionnaire Survey	335, MBA & Executive MBA students (distance learning programme) of one university	USA
9	Hill	2002	Conceptual	N/A	N/A	N/A
10	Merritt & Neville	2002	Conceptual	N/A	N/A	N/A
11	Jorgensen	2003	Conceptual	N/A	N/A	N/A
12	Arhin & Johnson-Mallard	2003	Empirical	Qualitative	25 nursing students	USA
13	Miller & Yu	2003	Empirical	Quantitative, Questionnaire survey	437 from 20 higher education and 148 manufacturing units	Taiwan
14	Noble & Schewe	2003	Empirical	Quantitative, Questionnaire survey	373	USA
15	Francis-Smith	2004	Conceptual	N/A	N/A	N/A
16	Egri & Ralston	2004	Empirical	Quantitative Questionnaire survey	774 Chinese and 784 Americans	China & USA
17	Arsenault	2004	Empirical	Quantitative Questionnaire survey	790 people	USA
18	Martin & Turley	2004	Empirical	Quantitative Questionnaire survey	249 university students	USA

Sl.	Author	Year	*Empirical/ Conceptual	Quantitative/Qualitative/ Mixed	Respondents	Context
19	Southard & Lewis	2004	Conceptual	N/A	N/A	N/A
20	Gorman, Nelson, & Glassman	2004	Conceptual	N/A	N/A	N/A
21	Gardner & Eng	2005	Empirical (Data Set)	Qualitative (Data set considered as case study)	1267 undergraduate students	USA
22	Yu & Miller	2005	Empirical	Quantitative Questionnaire Survey	20 education institutions & 120 SMEs Higher education institution Manufacturing SMEs	Taipei
23	Martin	2005	Conceptual(general review)	N/A	N/A	N/A
24	Eisner	2005	Empirical	Quantitative Questionnaire Survey	350 Undergraduate students, 1 university	USA
25	Prensky	2005	Conceptual	N/A	N/A	N/A
26	Szamosi	2006	Empirical	Quantitative Questionnaire survey	55 MBA students	Greece
27	Nimon	2006	Conceptual	N/A	N/A	N/A
28	Giancola	2006	Conceptual	N/A	N/A	N/A
29	Crumpacker & Crumpacker	2007	Conceptual	N/A	N/A	N/A
30	Patota, Schwartz & Schwartz	2007	Conceptual	N/A	N/A	N/A
31	Westerman & Yamamura	2007	Empirical	Quantitative Questionnaire survey	234 accountants in accounting firms	USA
32	Sessa et al	2007	Empirical	Quantitative (2 Data sets)	447 individuals and 20,640 business professionals	USA
33	McGuire, By & Hutchings	2007	Conceptual	N/A	N/A	N/A
34	Bennett, Maton & Kervin	2007	Conceptual	N/A	N/A	N/A
35	Glass	2007	Conceptual	N/A	N/A	N/A
36	Kueh & Voon	2007	Empirical	Quantitative Questionnaire Survey	240 Pre university and undergraduate students of 2 universities	Malaysia

Sl.	Author	Year	*Empirical/ Conceptual	Quantitative/Qualitative/ Mixed	Respondents	Context
37	Terjesen, Vinnicombe & Freeman	2007	Empirical	Mixed Interview, Questionnaire Survey	32 repertory grid interviews (phase 1) 862 undergraduate students Undergraduate students at final year at 22 universities	UK
38	Broadbridge, Maxwell & Ogden	2007	Empirical	Quantitative (Questionnaire survey)	340 undergraduate business students	UK
39	Heaney	2007	Empirical	Quantitative (Questionnaire survey)	376 university students	Australia
40	Sayers	2007	Empirical	Quantitative (Questionnaire survey)	613	Australasia
41	Twenge & Im	2007	Empirical	Quantitative (Questionnaire survey)	241	USA
42	Shih & Allen	2007	Conceptual	N/A	N/A	N/A
43	Arhin & Cormier	2007	Conceptual	N/A	N/A	N/A
44	Johnson & Lopes	2008	Conceptual	N/A	N/A	N/A
45	Jenkins	2008	Conceptual	N/A	N/A	N/A
46	Piper	2008	Conceptual	N/A	N/A	N/A
47	Shaw and Fairhurst	2008	Conceptual	N/A	N/A	N/A
48	Dulin	2008	Empirical	Mixed Focus-group interviews Questionnaire survey	30 interview respondents 413 questionnaire respondents 4 universities	USA
49	Dries, Pepermans & De Kerpel	2008	Empirical	Qualitative, Online vignette study	750	Belgium
50	Carver & Candela	2008	Conceptual	N/A	N/A	N/A
51	Bennett, Maton & Kervin	2008	Conceptual	N/A	N/A	N/A
52	Montana & Petit, 2008	2008	Empirical	Qualitative	200 students	USA
53	Uy, Murphy, Greenwood, Ruiz-Gutierrez, Manyak & Mujtaba	2008	Empirical	Quantitative Questionnaire survey	3,212 working adults	USA, UK, Iceland, Japan, Korea, the Philippines, and Colombia
54	Tomkiewicz & Bass	2008	Empirical	Quantitative Questionnaire survey	158 Undergraduate students	USA

Sl.	Author	Year	*Empirical/ Conceptual	Quantitative/Qualitative/ Mixed	Respondents	Context
55	Rawlins, Indvik & Johnson	2008	Empirical	Quantitative Questionnaire survey	*356* Junior and senior level students of one university	USA
56	Li & Nimon	2008	Empirical	Quantitative Interview	384 people	China
57	Chen & Choi	2008	Empirical	Quantitative Questionnaire Survey	398 managers from hospitality organisations	USA
58	Arsenault & Patrick	2008	Empirical	Quantitative Interviews	467 undergraduate marketing class in a mid-sized state university	USA
59	Macky, Gardner & Forsyth	2008	Conceptual	N/A	N/A	N/A
60	Cennamo & Gardner	2008	Empirical	Quantitative Questionnaire survey	504 Auckland employees in various industries	New Zealand
61	Wong, Gardiner, Lang & Coulon	2008	Empirical	Quantitative Questionnaire survey	3535 Employees of large Australian organisations	Australia
62	D'Amato & Herzfeldt	2008	Empirical	Quantitative Online survey	1,666 employees	Europe
63	Feiertag & Berge	2008	Conceptual (Viewpoint)	N/A	N/A	N/A
64	Twenge & Campbell	2008	Conceptual (General review)	N/A	N/A	N/A
65	Gursoy, Maier & Chi	2008	Empirical	Qualitative Focus group discussion	91 participant's in 10 groups Hospitality industry employees	USA
66	Lowe, Levitt & Wilson	2008	Conceptual	N/A	N/A	N/A
67	Solnet & Hood	2008	Conceptual	N/A	N/A	N/A
68	McDonald & Hite	2008	Empirical	Qualitative, focus group	34 university students	USA
69	Wesner & Miller	2008	Conceptual	N/A	N/A	N/A
70	Nicholas	2008	Empirical	Quantitative Online survey	102 university students	USA
71	Broadbridge, Maxwell & Ogden	2009	Empirical	Quantitative (Questionnaire survey)	340 undergraduate business students	UK
72	Hurst & Good	2009	Empirical	Quantitative Online questionnaire survey	193 Retail employees	USA
73	Eisner & Harvey	2009	Empirical	Quantitative (Questionnaire survey)	253 undergraduate students	USA

Sl.	Author	Year	*Empirical/ Conceptual	Quantitative/Qualitative/ Mixed	Respondents	Context
74	Macon & Artley	2009	Conceptual	N/A	N/A	N/A
75	Clark	2009	Empirical	Qualitative (interview study)	55 parents 125 young people	USA
76	Gibson, Greenwood & Murphy	2009	Empirical (Data set)	Quantitative	5057 working adults	USA
77	Hess & Jepsen	2009	Empirical	Quantitative questionnaire survey	345 working adults of health insurance organisation and management consulting firms	USA
78	Barnes	2009	Conceptual	N/A	N/A	N/A
79	Lamm & Meeks	2009	Empirical	Quantitative Online questionnaire survey	701	USA
80	Montana & Petit	2009	Empirical	Quantitative	200 Undergraduate business students	USA
81	Foscht, Schloffer, Maloles III & Chia	2009	Empirical	Quantitative Interview	242 School & college students and employed people	Austria
82	Twenge	2009	Empirical	Qualitative	N/A	N/A
83	Kim, Knight, & Pelton	2009	Empirical	Quantitative, (questionnaire survey)	235 college students	South Korea
84	Arhin	2009	Empirical	Qualitative (Focus group)	44 nurses	USA
85	Munro	2009	Empirical	Quantitative (Questionnaire survey)	324 managers commercial & service organisations	Romania
86	Yi, Ribbens & Morgan	2010	Empirical	Quantitative (Questionnaire survey)	277 employees in a large financial institution	China
87	Boyd	2010	Empirical	Qualitative (case study)	Not specified	USA
88	Twenge, Campbell, Hoffman & Lance	2010	Empirical (Dataset)	Quantitative	16,507 U.S. high school seniors	USA
89	De Hauw & De Vos, 2010	2010	Empirical	Quantitative (Questionnaire)	787 students in 3 universities	Belgium
90	Twenge	2010	Conceptual	N/A	N/A	N/A
91	Salahuddin	2010	Empirical	Quantitative Structured interview	13 university employees	USA
92	Myers & Sadaghiani	2010	Conceptual	N/A	N/A	N/A
93	Fein, Tziner & Vasiliu	2010	Empirical	Quantitative (Questionnaire survey)	324 managers commercial & service organisations	Romania

Sl.	Author	Year	*Empirical/ Conceptual	Quantitative/Qualitative/ Mixed	Respondents	Context
94	Hershatter & Epstein	2010	Conceptual	N/A	N/A	N/A
95	Joshi, Dencker, Franz & Martocchio	2010	Conceptual	N/A	N/A	N/A
96	Treuren & Anderson	2010	Empirical	Quantitative Online questionnaire survey	583 University students	Australia
97	Kowske, Rasch & Wiley	2010	Empirical (data set)	Quantitative Questionnaire Survey	115,044 Full time employed in diverse industries	USA
98	Real, Mitnick & Maloney	2010	Empirical	Quantitative Questionnaire Survey Focus group discussion	2581 Construction workers	USA
99	Deal, Altman & Rogelberg	2010	Conceptual	N/A	N/A	N/A
100	Ng, Schweitzer & Lyons	2010	Empirical (national data set)	Quantitative Questionnaire Survey	23,413 Undergraduate students	Canada
101	Myers & Sadaghiani	2010	Conceptual	N/A	N/A	N/A
102	Solnet & Kralj	2010	Empirical	Quantitative Questionnaire Survey	264 questionnaires5 hotel employees	Australia
103	Pugsley & Sima	2010	Empirical	Qualitative In-depth Interview	6 bloggers 40 online personal blogs Bloggers	China
104	Trzesniewski & Donnelan	2010	Empirical (Dataset)	Quantitative Survey from dataset	477,380 students High school seniors	USA
105	Meriac, Woehr & Banister	2010	Empirical (Dataset)	Quantitative Survey from dataset	1860 business students of one university	USA
106	Lavoie-Tremblay, Leclerc, Marchionni & Drevniok	2010	Empirical	Qualitative Focus group and interview	11 focus groups (2 – 4 nurse participants) and 6 individual interviews	Canada
107	Rahman & Azhar	2011	Empirical	Quantitative	100 university students	Pakistan
108	Hahn	2011	Conceptual	N/A	N/A	N/A
109	Ling, Mun & Ling	2011	Empirical	Quantitative Questionnaire Survey	200 consumers	Malaysia
110	Hartman & McCambridge	2011	Conceptual	N/A	N/A	N/A
111	Gentry et al	2011	Empirical	Quantitative (Data set)	7,049 individuals	USA

Sl.	Author	Year	*Empirical/ Conceptual	Quantitative/Qualitative/ Mixed	Respondents	Context
112	Haynes	2011	Conceptual	N/A	N/A	N/A
113	Parry & Urwin	2011	Conceptual	N/A	N/A	N/A
114	Salahuddin	2011	Empirical	Quantitative	----	USA
115	Cogin	2012	Empirical	Quantitative Questionnaire Survey	407 personnel in multinational organisations	USA, Australia, China, Singapore, Germany
116	Anantatmula & Shrivastav	2012	Empirical	Quantitative	278	USA

*Empirical research refers to the inclusion of primary data (questionaries, interviews, focus groups, case studies, data set etc.) in the reported studies. Conceptual research refers to the inclusion of secondary information (literature review, commentary, opinions) in the reported studies.

**N/A means Not Applicable

Appendix 7-A

Year wise establishment of private universities in Bangladesh

Year	Number of private universities established	Total number of private universities
1992	2	2
1993	3	5
1994	---	5
1995	3	8
1996	5	13
1997	---	13
1998	---	13
1999	---	13
2000	1	14
2001	7	21
2002	10	31
2003	16	47
2004	1	48
2005	1	49
2006	2	51
2007	---	51
2008	---	51
2009	---	51

Source: Bangladesh University Grants Commission 2009

Appendix 7-B

Year wise number of students in public and private universities

Year	Number of students in private universities	Number of students in public universities
2000	32791	78192
2001	27245	92562
2002	34432	92152
2003	46080	104736
2004	68256	112327
2005	88669	116397
2006	124267	153249
2007	170505	1207184
2008	182641	1176969
2009	200939	1382216

Source: Bangladesh University Grants Commission 2004 (pg.126), 2009 (p. 166,154)