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EMPLOYING THE NEXT GENERATION: IS THE RCAF READY FOR GENERATION Z?

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Master of Defence Studies

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**EMPLOYING THE NEXT GENERATION:
IS THE RCAF READY FOR GENERATION Z?**

By/par Major Kreager Graham

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LIST OF ABBREVIATIONS

| | |
|-------|---|
| AEC | Aerospace Control Officers |
| CAF | Canadian Armed Forces |
| CAS | Chief of the Air Staff |
| CDS | Chief of Defence Staff |
| CF | Canadian Forces |
| DND | Department of National Defence |
| FFM | Five Factor Model |
| Gen X | Generation X |
| Gen Z | Generation Z |
| IFAC | International Federation of Accountants |
| PEDs | Personal Electronic Devices |
| P-O | Person-Organization Fit |
| RCAF | Royal Canadian Air Force |

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ABSTRACT

The RCAF has been struggling to recruit and retain members to its organization for the last two decades. Despite Auditor General reports highlighting the personnel shortages in 2002 and 2006, the service has been unable to rectify its recruiting and retention shortfalls. As the next generation, Gen Z, graduates college and enters the workforce, the RCAF needs to be ready to successfully attract and integrate them into the organization. This study examines Gen Z and presents their common themes as motivational types that can be inputted into the Schwartz Basic Human Value Model. The study then examines the RCAF values and interprets them as motivational types to be applied to the same model. Finally, an analysis of the two groups' aligned and competing values is conducted to determine where values are congruent, and if there are any significant areas of incompatibility. This study found that although there are some value areas that are not aligned, the RCAF is a good fit for Gen Z, and can become even more attractive as its employer if it follows the study's recommendations.

EMPLOYING THE NEXT GENERATION: IS THE RCAF READY FOR GENERATION Z?

INTRODUCTION

With the Royal Canadian Air Force (RCAF) entering its 95th year, the organization needs to position itself effectively to face the challenges of the future. Former RCAF Commander Lieutenant-General Hood stated as much during a speech to his East Coast units in 2016: “My most important job is building the air force of 2030, because that has to be done now.”¹ The accomplishment of this goal will surely present numerous challenges for the organization. Rapid technology changes, contested multi-domain environments, and lengthy procurement processes make dominating the future battlespace a tall order. However, as complex as these challenges may be, they are not necessarily the most significant issue currently facing the RCAF. The anchor point and foundation to the success of the organization in achieving its vision is the management of its most important resource, its personnel.²

Personnel are crucial to the success of the Canadian Armed Forces (CAF). *Strong, Secure, Engaged – Canada’s Defence Policy* identifies personnel as being at the core of the CAF’s ability to deliver on its operational mandate. Essential to the CAF’s success is a robust and efficient recruiting system capable of attracting Canada’s best and brightest talent.³ However, the need to develop contemporary personnel strategies is not new to the CAF or the RCAF. Modern recruitment and retention issues have been identified since the beginning of the millennium. This is evidenced by the Canadian government’s

¹ Michael Hodd, Speech cited from news article “AIRPower in Formation: RCAF commander brings his message to East Coast”, Royal Canadian Air Force, last accessed 25 January 2019, <http://www.rcaf-arc.forces.gc.ca/en/article-template-standard.page?doc=airpower-in-formation-rcaf-commander-brings-his-message-to-east-coast/ijzbn7zw>.

² *Ibid.*

³ Minister of National Defence, *Strong, Secure, Engaged - Canada’s Defence Policy* (Ottawa: Department of National Defence, 2017), 20.

commissioning of the Auditor General to report on the recruiting and retention of Canada's military. The auditor's 2002 report to the House of Commons identifies the need for the CAF to adopt better human resource management practices in order to combat future personnel shortages, many of which can be attributed to government mandated force reduction strategies performed throughout the 1990s.⁴

The departmental release and implementation of the *Canadian Forces Retention Strategy and Action Plan*, identified in the Auditor General's 2006 follow-up status report, took specific aim at developing strategies that would keep personnel in uniform over the course of the next decade. The main driving factors cited by the report relate to the attrition issues of the CAF. Namely, the CAF was already short-staffed with an aging and pensionable force, and was experiencing higher than average attrition levels in certain trades.⁵ Both the 2002 and 2006 reports serve as good indicators that the government and the department were aware, over a decade ago, that the CAF had attrition, retention, and recruiting problems that needed to be addressed.

The auditor's 2002 report also highlighted personnel concerns that were specific to the RCAF. Although not yet faced with a precarious personnel shortage, the RCAF was concerned about the health of some of its trades namely: pilots, engineers, and aircraft technicians.⁶ The Chief of the Air Staff (CAS) Lieutenant-General Lloyd Campbell also recognized the shortages and further highlighted some of the implications for the organization as it moved through the 2000s: "The most critical area for the Air

⁴ Minister of Public Works and Government Services Canada 2002, "Chapter 5 National Defence – Recruitment and Retention of Military Personnel, *Report of the Auditor General of Canada to the House of Commons*, para 5.2, last accessed 25 January 2019, <http://www.oag-bvg.gc.ca/internet/docs/0205ce.pdf>.

⁵ Office of the Auditor General of Canada, "Chapter 2—National Defence—Military Recruiting and Retention," *2006 May Status Report of the Auditor General of Canada*, last accessed 30 April 2019, para. 2.5, http://www.oag-bvg.gc.ca/internet/English/parl_oag_200605_02_e_14959.html.

⁶ Minister of Public Works and Government Services Canada, *Chapter 5 National...*, 5.28-5.30.

Force is the attrition of experienced pilots, degrading the Air Force's ability to perform its operational mandates and regenerate qualified air crew."⁷ The CAS specifically targeted pilots due to his expectation of a rise in attrition levels following the end of the RCAF's five-year Pilot Terminable Allowance plan. This program was introduced in 1998 as a means to temporarily retain experienced pilots.⁸ Although its implementation may have provided a short period of relief for the RCAF during a defined period, it was not a permanent fix. It does however, serve as an indicator that the RCAF was aware of a growing area of concern for the attrition of its personnel.

The RCAF continues to struggle with effective human resource management. Depending on the military occupation, recruiting, retention, and attrition remain a worrying and challenging nuance for the organization.⁹ Undermanned trades force a need to increase recruiting numbers, which in turn strains training systems as they attempt to maximize the delivery of qualified RCAF personnel. Furthermore, there are no signs of relief to these problems. In September 2018, the Director General of Air Readiness, Brigadier General Eric Kenny, highlighted the RCAF's current shortage of pilots and further acknowledged that "in the next 20 years, it's going to be a challenge to grow the force at the rate that we would like."¹⁰ This is despite the problem being brought forward many times over the last two decades by both the RCAF and the Auditor General of Canada, and presented to the Government of Canada through numerous interviews, reports, and recommendations to the Standing Committee on Public Accounts. However,

⁷ Minister of Public Works and Government Services Canada, *Chapter 5 National...*, 5.28-5.30.

⁸ *Ibid.*

⁹ Chris Thatcher, "Managed Shortfall", *Skies*, March 2, 2018, last accessed 26 January 2019, <https://www.skiesmag.com/features/managed-shortfall/>.

¹⁰ Lee Berthiaume, "Canadian air force short 275 pilots as attrition outpaces recruitment, training," *CBC News*, 18 September 2018, last accessed 04 May 2019, <https://www.cbc.ca/news/politics/air-force-pilots-short-1.4827862>.

despite the recognition, recommendations, and targeted action plans by the RCAF and National Defence, the end result has been a net shortage of pilots and other air force trades.¹¹ Simply put, the RCAF has not been effective in its recruiting, retention, and attrition strategies.

Over the next decade the RCAF, like most other organizations, will be employing four different generations. Industry and the CAF will need to adopt strategies that employ Baby-Boomers, Generation X (Gen X), Millennials, and Generation Z (Gen Z).¹² Each cohort brings their own identity, priorities and values that effect recruitment and retention. This will undoubtedly present challenges to RCAF policies in satisfying multiple generations with different motivational goals. However, there is really only one demographic that must be targeted in order to ensure long-term success of the RCAF: Gen Z.

There are over 6.8 million Gen Zers in Canada, or roughly 19% of the country's population.¹³ It is the next generation to follow the Millennials, with its youngest members in primary schools and its oldest already graduating university and college. In its simplest form, Gen Z is described as those individuals born between 1995-2012.¹⁴ This young cohort is already the target of marketing firms, with Gen Z's direct and indirect influence expected to represent 40% of all consumers by the year 2020.¹⁵ As with the marketing industry, Gen Z is also be the target demographic for all forms of industry and their associated workforces. Organizations, whether military or civilian, need to build

¹¹ Chris Thatcher, *Managed Shortfall...*

¹² Brandie Weikle, "With 4 generations in the workplace, employers expected to juggle vastly different expectations," *CBC News*, January 23, 2019, last accessed 26 January 2019, <https://www.cbc.ca/news/business/multi-generation-work-place-1.4980659>.

¹³ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To, 2017 Gen Z National Survey* (Toronto: n-gen People Performance Inc, 2017), 4.

¹⁴ *Ibid.*

¹⁵ 2018 Barkley Inc, "The Power of Gen Z Influence," Barkley: Kansas City, MO, January 2018, 19.

and develop recruiting, gainful employment, and retention strategies in order to maximize Gen Z's distinct traits and values. Categorizing Gen Z as a subset or extension of Millennials, or as fundamentally different in thought from Generation X or the Baby-Boomers, is a failure to recognize and capitalize on the assets they bring to the workforce. Understanding *who* Gen Z is, *what* defines them, and *how* they are their own generation is vital to the future and sustained success of their future employers. As such, Gen Z needs to be appropriately introduced, defined, and described in order to properly apply their specific characteristics and skillsets to the RCAF and CAF as a whole.

In order to help ensure the RCAF's success in employing Gen Z, this study will conduct an analysis of the RCAF's preparedness to employ Gen Z. It will demonstrate that Gen Z values are mostly compatible with RCAF values, and with implementation of the study's recommendations, the RCAF can optimize Gen Z recruitment and retention strategies.

In determining RCAF preparedness for the employment of Gen Z, this paper will focus on four key aspects. Firstly, a basic understanding of values and their importance is required. Chapter 1 will present the Schwartz model of Basic Human Values as a tool to compare Gen Z values against RCAF values. Secondly, in order to gain a better understanding of generations, Chapter 2 will introduce the concept of generations and how their motivational goals are shaped through the influences of their parents and their social environments. Thirdly, Gen Z must be introduced and understood. Chapter 3 uses research studies that present common Gen Z themes. These themes are categorized and inputted into the Schwartz model, relating to the reader the generation's aligned and competing priorities. Chapter 4 introduces organizational values and how they can be

applied to the Schwartz value model. The RCAF's described values are then examined, categorized, and applied to the Schwartz model in the same manner as Gen Z. Finally, Chapter 5 compares the results of the Gen Z and RCAF models against each other. This analysis will determine if the RCAF is aligned effectively to ensure the gainful recruitment of Gen Z. This study will also include recommendations to help ensure the successful employment of the next generation.

CHAPTER 1 - VALUES AND TRAITS

Introduction

Personal values and personality traits are important psychological characteristics that can be used to predict many different outcomes.¹⁶ Therefore, understanding the values and traits of Gen Z is essential in order to analyze the group for compatibility with the RCAF and their future employment. Over the last few years, multiple research studies have been performed on Gen Z by marketing firms, generational experts, and psychologists with the aim of achieving a better understanding of their motivations, behaviours, and attitudes. Some of the research has been conducted with a purpose to exploit Gen Z's growing spending power, while other studies have been led to assist organizations in preparing for the demographic's recruitment and employment. Regardless of the focus of the Gen Z studies, consistent themes have emerged from the research.

Distinct trends for Gen Z have been linked to the following: their motivations, their priorities, and the influence that their environments have had on defining who they are, how they think, and what they want in life. The results of these studies reveal both complementing and competing values and traits of Gen Z. An analysis of their values and traits must be completed and compared against the RCAF's own values and structure in order to determine where possible discrepancies exist. In this regard, a comparison model that relates basic human motivations to basic human values is needed to understand how individuals prioritize the competing values that drive their attitudes, beliefs, and decision-making.

¹⁶ Laura Parks-Leduc, Gilad Feldman, and Anat Bardi, "Personality Traits and Personal Values: A Meta-Analysis," *Personality and Social Psychology Review* 19, no. 1 (February 2015): 3–29, 3, <https://doi.org/10.1177/1088868314538548>.

In 1992, psychologist Shalom Schwartz released his theory of basic human values. His research has spawned hundreds of studies validating his theory that 10 basic human values exist for individuals across all types of cultures.¹⁷ His research has been widely accepted and as such, his model is chosen to compare the different values that exist within Gen Z and across the RCAF. However, before analyzing the results of the Gen Z studies, an understanding of what encompasses an individual's values and traits, their subsequent relationships, and the Schwartz model need to be presented.

Values

In his theory of basic human values, social psychologist Shalom Schwartz describes values as the “trans-situational goals, varying in importance, that serve as guiding principles in the life of a person or group.”¹⁸ Values form a coherent system that is used to weigh the internal conflicts experienced by individuals or groups in everyday situations. This value system is what guides individuals in their decision-making, attitudes, and behaviours.¹⁹ Schwartz's multi-country research proved his theory of basic human values can be applied universally and across cultures.²⁰ This is in part due to three fundamental requirements that exist for all human beings: our individual biological needs, our need to have organized social interactions, and the needs of a group to ensure

¹⁷ Shalom H. Schwartz, Jan Cieciuch, Michele Vecchione, Eldad Davidov, Ronald Fischer, Constanze Beierlein, Alice Ramos, et al, "Refining the Theory of Basic Individual Values," *Journal of Personality and Social Psychology* 103, no. 4 (2012): 663-688,663- 664, <https://psycnet.apa.org/fulltext/2012-19404-001.pdf>.

¹⁸ Shalom H. Schwartz, Jan Cieciuch, Michele Vecchione, Eldad Davidov, Ronald Fischer, Constanze Beierlein, Alice Ramos, et al, *Refining the Theory of Basic Individual Values...*, 664.

¹⁹ *Ibid.*

²⁰ Shalom H. Schwartz, “An Overview of the Schwartz Theory of Basic Values,” *Online Readings in Psychology and Culture*, unit 2, subunit 1 (2012): 12, last accessed 08 Mach 2019, <https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1116&context=orpc>.

their survival and welfare.²¹ Schwartz explains that these three requirements are the foundation from which all values must be based, and is the reason why a set of common values apply universally.

Schwartz's Basic Human Values Theory comprises 10 common values placed around a circular model (see Figure 1.1). Broadened definitions of the basic human values can be found in Annex A. The values within the circle are arranged deliberately, as Schwartz argues that the motivations distinguishing values are not independent from each other, but are related and form a continuum.²² Like-minded values are grouped adjacent to each other to facilitate broader common goals, whereas contrasting values are placed opposite to each other and represent conflicting motivations. An example from Schwartz that illustrates how the continuum functions is as follows: "Pursuing novelty and change (*stimulation* values) is likely to undermine preserving time-honored customs (*tradition* values). In contrast, pursuing *tradition* values is congruent with pursuing *conformity* values".²³ To summarize, the continuum is constructed in a manner that accommodates both competing and complementary motivational goals as they relate to the values they serve in and around the circle.

²¹ Shalom H. Schwartz, Jan Cieciuch, Michele Vecchione, Eldad Davidov, Ronald Fischer, Constanze Beierlein, Alice Ramos, et al, *Refining the Theory of Basic Individual Values...*, 664.

²² Shalom H. Schwartz, "An Overview of the Schwartz Theory of Basic Values"..., 9.

²³ *Ibid.*, 8.

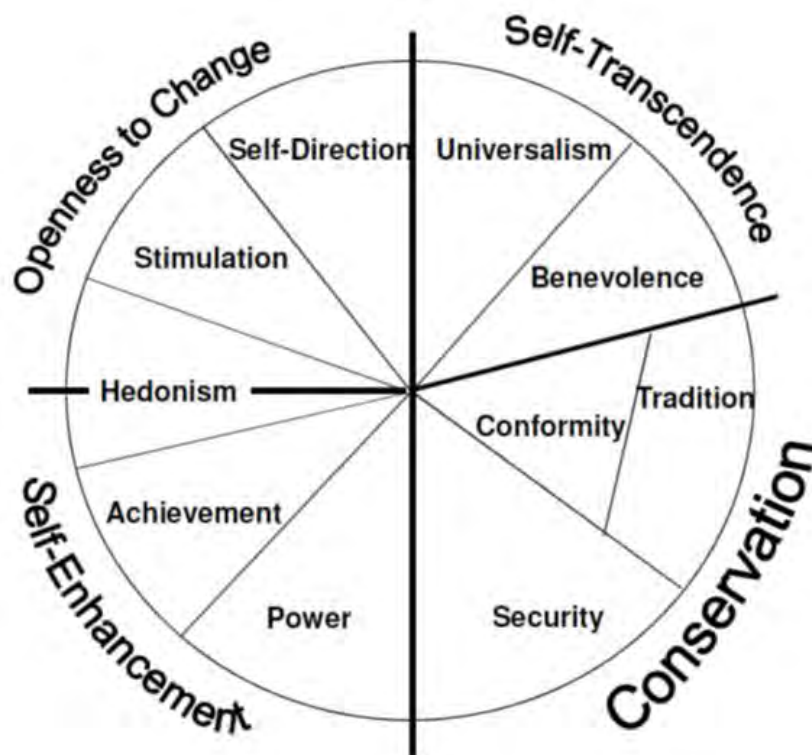


Figure 1.1 – Schwartz's model of relationships between ten common values²⁴

The Schwartz value continuum also accommodates for varying strengths in motivational goals. The model allows for individuals to hold values with higher importance over values that are held in lower esteem.²⁵ The same example of *conformity* and *tradition* can be used to demonstrate how strengths in motivation will affect two similarly aligned values differently, and that the “expectations linked to *tradition* values are more abstract and absolute than the interaction-based expectations of *conformity* values. They therefore demand a stronger, unequivocal rejection of opposing values.”²⁶ In other words, the motivations in *tradition* will be stronger than those of *conformity*,

²⁴ Shalom H. Schwartz, “An Overview of the Schwartz Theory of Basic Values”..., 9.

²⁵ Shalom H. Schwartz and Jan Cieciuch, “Values,” in *The SAGE Encyclopedia of Theory in Psychology*, edited by Harold L. Miller (Thousand Oaks, CA: SAGE Publications Inc., 2016), 951, <http://dx.doi.org/10.4135/9781483346274.n326>.

²⁶ Shalom H. Schwartz, “An Overview of the Schwartz Theory of Basic Values”..., 8.

especially when comparing them against opposing values. This idea is represented in how *conformity* is placed closer to the centre of the continuum than *tradition*.

The Schwartz Values Survey is one method used to determine and extract an individual's motivational goals. Through multidimensional scaling, the relative strength of competing motivational goals can be depicted graphically in relation to values. Figure 2 is a two-dimensional small space analysis of value points (goals) representative of the results from surveys conducted on individuals from 68 different countries. Descriptors for the value points can be found in Annex B. The analysis of value points at Figure 2 demonstrates clearly how the varying strengths and alignment of motivational goals can cause internal conflict for an individual. The relative importance and selection of motivational goals within distinct values is what influences their behaviors, attitudes, and decision-making.

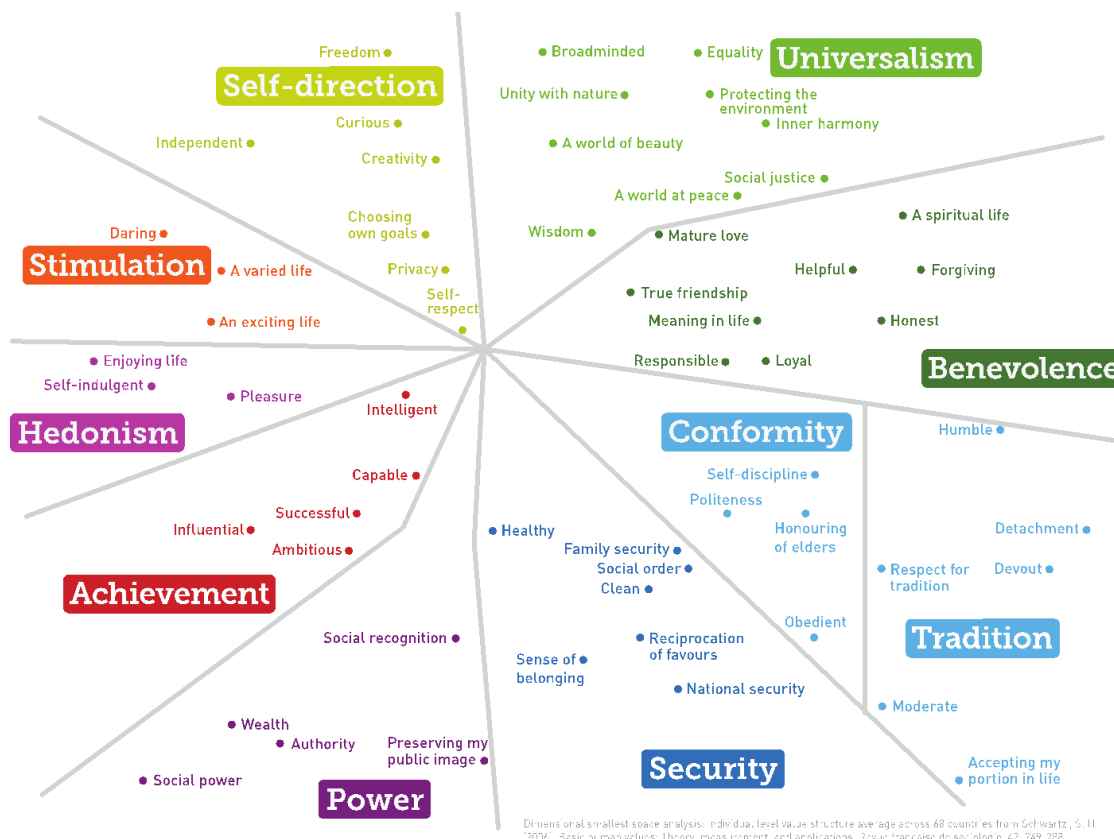


Figure 1.2 - Dimensional Smallest Space Analysis: Individual Level Value Structure²⁷

Schwartz later refined his theory of ten basic values during follow-on research presented in 2012. He expanded from his previous research and theorized that a partition of the original ten values into 19 more specific and distinct values would allow for more universal heuristic and predictive powers for the motivational continuum.²⁸ Throughout his research Schwartz maintains that his original theory still holds true, but argues that a Circular Motivational Continuum with 19 values allows for more precision and a

²⁷ Tim Holmes, Elena Blackmore, Richard Hawkins, and Dr. Tom Wakeford, *The Common Cause Handbook* (United Kingdom: Public Interest Research Centre, 2011), 12, last accessed 16 March 2016, https://valuesandframes.org/resources/CCF_report_common_cause_handbook.pdf.

²⁸ Shalom H. Schwartz, Jan Cieciuch, Michele Vecchione, Eldad Davidov, Ronald Fischer, Constanze Beierlein, Alice Ramos, et al, *Refining the Theory of Basic Individual Values...*, 684.

narrower focus in the predictions and relations of motivations for individuals.²⁹

Furthermore, the 19 value Circular Motivational Continuum allowed for more customization to fit the needs of the user as values could now be analyzed singularly, as before, or grouped within multiple higher-order motivational dimensions. Schwartz's refined value continuum is seen below at Figure 1.3.



Figure 1.3 – The Circular Motivational Continuum of 19 values³⁰

²⁹ Shalom H. Schwartz, Jan Cieciuch, Michele Vecchione, Eldad Davidov, Ronald Fischer, Constanze Beierlein, Alice Ramos, et al, *Refining the Theory of Basic Individual Values...*, 684.

³⁰ *Ibid.*, 669.

The higher-order motivational dimensions along the outside three rings of the Circular Motivational Continuum are overarching to the core values at its centre. Values are grouped in a manner that accommodates broader proximal similarities and opposing differences. From the outside ring, values aligned under *Self-Protection* describe individual motivations that try to avoid anxiety, where values grouped opposite them express individual goals relating to anxiety-free *Growth*.³¹ Similarly, the second to outside ring expresses the division of values between motivational outcomes in *Personal Focus* versus *Social Focus*, and the third ring differentiates four sets of competing values as *self-transcendence* versus *self-enhancement*, and *openness to change* versus *conservation*.³² Each ring provides its own factor grouping considerations for similar values that compete against an opposing side. This allows users more flexibility in assigning what motivational goals and characteristics associate with a factor or value, while providing alternate analysis frameworks that have been proven to be consistent with Schwartz's theory.

Schwartz's Basic Human Values theory and Circular Motivational Continuum are both important models for describing the relationships between the motivational goals that support individual values. They serve as a valid means to explain the motivations that guide the behaviours, attitudes, and decision-making of individuals through a basic and universal human values system. Secondly, the models allow different ways for values to be grouped and compared against one another, distinguishing areas where competition between motivational goals may occur, or conversely, where they are in agreement. Either model can act as a primary means to capture the values from the Gen Z research

³¹ Shalom H. Schwartz, Jan Cieciuch, Michele Vecchione, Eldad Davidov, Ronald Fischer, Constanze Beierlein, Alice Ramos, et al, "Refining the Theory of Basic Individual Values,"... 677.

³² *Ibid.*

studies and explain them in a logical and comparable manner. However, using the 10 value continuum will allow more flexibility in assigning broader Gen Z and RCAF values for analysis.

Traits

Personality traits are commonly defined as the descriptive and stable patterns exhibited by people in the form of behaviours, thoughts, and emotions.³³ They are the repetitive and habitual characteristics that form an individual's personality. The most widely researched and accepted approach in describing human personality traits is through the Five-Factor Model (FFM).³⁴ The FFM categorizes all human traits through five common higher-order factors: *Neuroticism (Emotional Stability)*, *Openness to Experience*, *Extraversion*, *Agreeableness*, and *Conscientiousness*. These factors were derived from empirical analysis during studies that administered personality questionnaires examining English language trait adjectives to describe self and others.³⁵ Theorists have attempted to prove the origins of traits and their influences, leading to the “nature versus nurture” argument of whether people's traits are assigned genetically at birth, developed through influence, or a combination of both. A table of the FFM human traits and their associated trait adjectives can be found at Annex C.

In psychologists' McCrae et al.'s article *Nature Over Nurture: Temperament, Personality, and Life Span Development*, the authors' research suggests that traits

³³ Laura Parks-Leduc, Gilad Feldman, and Anat Bardí, “Personality Traits and Personal Values: A Meta-Analysis,”... 3.

³⁴ Sonia Roccas, Lilach Sagiv, Shalom Schwartz, and Ariel Knafo-Noam, “The Big Five Personality Factors and Personal Values,” *Personality and Social Psychology Bulletin*, 28 (June 2002): 789-801, 789, <https://doi.org/10.1177/0146167202289008>.

³⁵ *Ibid.*, 790.

originate strictly from genetics and are largely developed intrinsically.³⁶ However, the researchers also acknowledge the role of environmental variables on personality. The environment “defines the conditions under which human personality evolved... and that all psychological characteristics must be understood as end results of evolutionary processes by which organisms have adapted.”³⁷ This demonstrates that although the environment cannot affect trait development directly, it does have an impact on shaping a person’s characteristic adaptations, and includes how those characteristic adaptations can be conditioned by an individual’s social environment. More specifically, environmental factors such as peers, education systems and the media, can effect characteristic adaptations such as interests, beliefs, preferences, and loyalties.³⁸ This further reinforces the idea that although individuals may be born with defined traits, aspects of their behaviours, thoughts, and emotions can be influenced externally. It is through an individual’s characteristic adaptations that a link between traits and values is derived.

Linking Traits with Values

The FFM and Schwartz models clearly demonstrate that traits and values are similar. Both are useful psychological constructs that comprise the personality of individuals and influence their thoughts, emotions, behaviours, attitudes, decisions and other predictive outcomes.³⁹ However, key differences exist between the two terms. Traits can be positive or negative as opposed to values which are largely desirable for an

³⁶ R.R. McCrae, P. T. Costa Jr., F. Ostendorf, A. Angleitner, M. Hřebíčková, M. D. Avia,..., P. B. Smith, “Nature over nurture: Temperament, personality, and life span development,” *Journal of Personality and Social Psychology*, 78(1) (2000): 173-186, 175, <http://dx.doi.org/10.1037/0022-3514.78.1.173>.

³⁷ *Ibid.*, 175.

³⁸ *Ibid.*

³⁹ Sonia Roccas, Lilach Sagiv, Shalom Schwartz, and Ariel Knafo-Noam, *The Big Five Personality Factors and Personal Values...*, 790.

individual or group.⁴⁰ Another way to describe the two is as follows: traits are repetitive characteristics and describe “what people are like,” whereas values are the pursuant goals of “what people consider important.”⁴¹ That said, distinguishing between the two variables can be confusing. The same reference term (e.g. ambition, obedience) can be used to describe both traits and values but can mean different things.⁴² This is where context for the terms becomes important.

A good example highlighting the contextual difference between a trait and value is in the term empathy. Empathy is an important human trait. It is a set of “cognitive emotional responses to others’ experiences and predicts several positive interpersonal behaviors.”⁴³ To expand on the definition there are four different dimensions to trait empathy and include: empathic concern, personal distress, perspective-taking, and fantasy.⁴⁴ These dimensions relate differently for each individual and are dependent on “measures of interpersonal functioning, sensitivity to others, self-esteem, and emotionality.”⁴⁵ In this sense, trait empathy is a personality characteristic of an individual describing stable empathetic patterns in their behaviour, thought, and emotions.

Empathy can also be related to human values. Psychologists Baillet et al. argue that two of the trait dimensions of empathy are linked to Schwartz’s value theory, with empathic concern and perspective-taking having been proven to associate with the basic

⁴⁰ Sonia Roccas, Lilach Sagiv, Shalom Schwartz, and Ariel Knafo-Noam, *The Big Five Personality Factors and Personal Values...*, 790.

⁴¹ *Ibid.*

⁴² *Ibid.*

⁴³ Daniel Patrick Balliet, Jeff Joireman, Denise Daniels, and Jane Reynolds, “Empathy and the Schwartz Value System: A Test of an Integrated Hypothesis,” *Individual Differences Research* no. 6 (October 2013): 269-279, 276,

https://www.researchgate.net/publication/254658904_Empathy_and_the_Schwartz_Value_System_A_Test_of_an_Integrated_Hypothesis.

⁴⁴ *Ibid.*, 271.

⁴⁵ *Ibid.*, 271-272.

human value of *benevolence*.⁴⁶ In this sense, the cognitive process of measuring another's feelings and the ability to take another's point of view are related to *benevolence* motivations in the maintenance and promotion for the well-being of group members of which an individual has frequent contact."⁴⁷ In other words, individuals possessing the trait of empathy will have motivational goals for the concerns and feelings of others in the groups for which they belong.

The same term can also be applied to individuals in different ways. For example, an individual may desire empathic values but does not have the empathetic trait capacity or the will to act on those motivational goals. On the other hand, an individual can have empathetic traits but may not prioritize their empathetic motivations over other values of competing or higher importance. Empathy is a good example of how the same reference term can mean different things depending on the individual and the context of the trait and value variables.

The linkage of traits and values is not solely prevalent in the trait of empathy and the value of *benevolence*. Psychologists Roccas et al. propose that specific traits and values correlate. Their research tested the idea that each FFM trait would be compatible with the goal attainment of some values and incompatible with others. Specifically, their hypotheses proposed that "a systematic pattern of associations between the five personality traits and 10 types of values" will exist.⁴⁸ Furthermore, if traits facilitate the

⁴⁶ Daniel Patrick Balliet, Jeff Joireman, Denise Daniels, and Jane Reynolds, *Empathy and the Schwartz Value System: A Test of an Integrated Hypothesis...*, 276.

⁴⁷ *Ibid.*, 271, 276.

⁴⁸ Sonia Roccas, Lilach Sagiv, Shalom Schwartz, and Ariel Knafo-Noam, *The Big Five Personality Factors and Personal Values...*, 789.

fulfillment of goals for a value on one side of Schwartz's human values circle, they must also interfere with values on the opposing side.⁴⁹

The results of the research conducted by Roccas et al. were in line with their hypothesis. It brought forward the following: *extraversion* correlated positively with the values of achievement, stimulation, and hedonism; and correlated negatively with tradition.⁵⁰ With respect to *openness to experience*, positive correlations were observed with the values of universalism, self-direction, and stimulation; and there negative correlations with conformity, security, tradition, and unexpectedly, power.⁵¹ *Agreeableness* correlated strongest positively with values in benevolence and tradition; and correlated negatively with power, achievement, hedonism, stimulation, and self-direction which suggests that *agreeableness* is incompatible with an array of values.⁵² As they predicted, due to conflicting elements of the trait, *conscientiousness* presented weak correlations with multiple competing values. The weak associations and dual nature of *conscientiousness* did not associate well with any specific motivational goals. Also as predicted, due to lacking cognitive variables, *neuroticism* (emotional stability) did not correlate well with any values at all.⁵³ The research from Roccas et al. proved that although they are distinct constructs, traits and values have meaningful associations.⁵⁴ To summarize, their work demonstrated that the most meaningful trait-value relationships in the FFM and Schwartz models were aligned under *openness to experience*, *agreeableness*, and *conscientiousness*.

⁴⁹ Sonia Roccas, Lilach Sagiv, Shalom Schwartz, and Ariel Knafo-Noam, *The Big Five Personality Factors and Personal Values...*, 792.

⁵⁰ *Ibid.*, 795.

⁵¹ *Ibid.*, 796.

⁵² *Ibid.*

⁵³ *Ibid.*, 797.

⁵⁴ *Ibid.*, 799.

Psychologists Parks-Leduc et al. presented similar results in their meta-analysis of the relationships between FFM traits and Schwartz values. They postulate that values will correlate strongest with FFM traits that are more cognitive in nature, while weaker or no correlations will exist with traits that have a more emotional component.⁵⁵ This theory is predicated on the fact that values are inherently cognitive in nature.⁵⁶ Their meta-research also proved the link of FFM traits to the Schwartz values circle. Specifically, they found that the strongest trait-value relationships existed between the following: traits scoring high in *openness to experience* related well with values in novelty and novel ideas (self-direction, stimulation) and broadmindedness (universalism); traits scoring high with *agreeableness* related strongly with values in socialness (benevolence), society (universalism), and restraining impulses (conformity and tradition). The trait that correlated weaker, but still meaningful, was *extraversion* with values of excitement and variety (stimulation) and “the enhancement of own interest through dominance, success, and having fun (power, achievement, and hedonism).”⁵⁷ As expected, the only trait that did not correlate well with any values in both studies was *emotional stability (neuroticism)*.⁵⁸

One significant difference between the two research studies is in the value relationship of the trait *conscientiousness*. Similar to the research of Roccas et al., Parks-Leduc et al. found contradicting values for *conscientiousness*, but ultimately concluded that *conscientiousness* aligned stronger with values of security while contradicting with the values of conformity and achievement. They summarize it best in saying

⁵⁵ Laura Parks-Leduc, Gilad Feldman, and Anat Bardi, *Personality Traits and Personal Values: A Meta-Analysis...*, 6.

⁵⁶ *Ibid.*

⁵⁷ *Ibid.*, 22.

⁵⁸ *Ibid.*

“conscientious people tend to value order, adherence to rules, and the avoidance of risks... and to a lesser degree, to value fitting in (conformity) and having social recognized accomplishments (achievement).”⁵⁹

The Roccas et al. and Parks-Leduc et al. studies demonstrated that there are relationships between traits and values. Their research found that the associations between traits and values proved to be strongest with traits that have a cognitive component, most likely because values are strictly cognitive in nature. The importance of being able to correlate FFM traits to values within Schwartz’s continuum cannot be overstressed. The linkage of the two models broadens the scope of information and data that can be analyzed for Gen Z. It allows for the inclusion of multiple Gen Z studies, reports, and white papers to be used in a comparison model, and for the eventual assignment and analysis of the complementary and competing values between Gen Z and the RCAF.

Conclusion

This chapter has presented human values and their importance in describing and influencing individual behaviours, attitudes, and decision making. A model demonstrating their aligned motivations, differing priorities, and juxtaposed positions was presented in Schwartz’s Basic Human Values continuum. Included in the discussion were the five common human traits from the FFM; and how an individual’s characteristic adaptations due to environmental factors can lead to a linkage between cognitive traits and values. The traits that had the most cognitive characteristics and linked best to Schwartz’s 10 basic human values were found to be *openness to experience*, *agreeableness*, and *extraversion*. As such, the relationships between traits and values

⁵⁹ Laura Parks-Leduc, Gilad Feldman, and Anat Bardi, *Personality Traits and Personal Values: A Meta-Analysis...*, 22.

allow for both to be included in Schwartz's model, and can then be presented as motivational goals that either align with or compete against each other in the attitudes, beliefs, and decision-making of individuals.

The next chapter will present how generations are defined. It presents what constitutes generations and how individuals are grouped to form cohorts with similar identities. The chapter will introduce the relationships that exist between generations and how the shaping forces of parents and their environment impact generational values. Specifically, certain values have been found to be transferable from parents to children, while others are molded by the social and environmental conditions that exist within their societal upbringings.

CHAPTER 2 - DEFINING GENERATION Z

Introduction

Defining a generation is a complex task. The characteristics associated with generational groups can lead to confusion in defining their identities and subsequent relationships.⁶⁰ Having a good understanding of the concepts of generations is needed in order to understand their influence on society. From anthropologist David Kertzer, “generational relations are central to society, for they underlie the transmission of genes, a process thought to affect the structure of society itself.”⁶¹ This idea is especially important when considering that each new generation brings its own diverse attitudes, beliefs, and behaviours.⁶² If those collective characteristics can be generalized and associated with individuals that form a generation, then they become important to study within the context of organizations and workplaces.⁶³

In this chapter the concept of a generation is introduced along with how their motivational goals and values are shaped. The aim is to provide a clearer understanding of what constitutes a generation in order to better comprehend their specific beliefs, attitudes, and behaviours. This, in turn, will help an organization adapt its culture to facilitate the successful recruitment and transition of new generations into their labour forces.⁶⁴ The first step in this process is to examine the word *generation*.

⁶⁰ Michael J. Urick, Elaine C. Hollensbe, and Gail T. Fairhurst, “Differences in Understanding Generation in the Workforce,” *Journal of Intergenerational Relationships*, 15:3 (August 2017): 221-240, 222, <https://doi.org/10.1080/15350770.2017.1329583>.

⁶¹ David I. Kertzer, “Generation as a Sociological Problem,” *Annual Review of Sociology* 9 (August 1983): 125-149, 143, <http://dx.doi.org/10.1146/annurev.so.09.080183.001013>.

⁶² 2019 Barkley, “Welcome to the Gen Z Insights Center,” Barkley, last accessed 01 March 2019, <https://www.barkleyus.com/futurecast/genz/>.

⁶³ Michael J. Urick, Elaine C. Hollensbe, and Gail T. Fairhurst, *Differences in Understanding Generation in the Workforce...*, 222-223, 237.

⁶⁴ Andrea Healey, "Figuring Out Generation X," *ACA News* 41, no. 2 (February 1998): 12-15, <https://search.proquest.com/docview/194701649/9B0F3EB257854E69PQ/3?accountid=9867>.

Defining a Generation

The word *generation* in itself is difficult to define. The Oxford Dictionary describes a *generation* as “all of the people born and living at about the same time, regarded collectively”, and that it is “the average period, generally considered to be about thirty years, in which children grow up, become adults, and have children of their own.”⁶⁵ When combining the two parts of Oxford’s definition, it is surmised that a *generation* is a collective group of individuals born within a defined time period. The emphasis on setting or assigning time limits can be an important aspect to framing and separating one generation from the next. However, what Oxford does not address well is how the individuals within a framed group relate and interact with each other. Instead, Oxford Dictionary identifies a *generation* mostly by how they relate to a defined period of time. This aspect of *generation* is important as it is a popular and common approach that brings age to the forefront, allowing for easy discussion in the separation and labeling that exists between generations.⁶⁶

Merriam-Webster takes a slightly different approach with its definition of a *generation*. It describes a *generation* as “a body of living beings constituting a single step in the line of descent from an ancestor.”⁶⁷ Merriam-Webster further develops its definition by adding that a *generation* is “a group of individuals born and living contemporaneously.”⁶⁸ Merriam-Webster’s two descriptions are different from Oxford in that they put a focus on lineage and ancestry when grouping individuals born within a

⁶⁵ 2019 Oxford University Press, “English Oxford Living Dictionaries,” last accessed 23 February 2019, <https://en.oxforddictionaries.com/definition/generation>.

⁶⁶ Michael J. Urick, Elaine C. Hollensbe, and Gail T. Fairhurst, *Differences in Understanding Generation in the Workforce...*, 224.

⁶⁷ 2019 Merriam-Webster Incorporated, “Merriam-Webster Dictionary,” last accessed 23 February 2019, <https://www.merriam-webster.com/dictionary/generation>.

⁶⁸ *Ibid.*

common era. The distinctions in Merriam-Webster's *generation* become important for two reasons: it emphasizes the familial connection for a generation which will allow for comparison in how parents have affected the characteristics and traits of their children; and it groups individuals by a common era vice a specific defined time period, which will allow for defining moments observed during an era to serve as a common link to a group.⁶⁹

Cambridge Dictionary brings yet another significantly different aspect to *generation* than the previous two definitions. Cambridge conveys a distinctly human characteristic to its definition with its use of the word *society*, acknowledging the importance of shared identity through values. Cambridge explains a *generation* as "all the people of about the same age within a society or within a particular family."⁷⁰ With the word *society* Cambridge links individuals through their shared set of common values and traits, defining it as "a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done."⁷¹ Cambridge's description of *generation* is important as it groups individuals based on shared human characteristics rather than just time and ancestry.

The three definitions from Oxford, Merriam-Webster, and Cambridge, demonstrate not only the complexities of the word *generation*, but also how each definition is important. Each offers different perspectives in explaining the *who*, *when*, and *what* of a generation. These different factors must be applied to Gen Z in order to fully develop identities and values specific to the cohort. As such, examining the group's

⁶⁹ Michael J. Urick, Elaine C. Hollensbe, and Gail T. Fairhurst, *Differences in Understanding Generation in the Workforce...*, 223-224.

⁷⁰ Cambridge University Press 2019, "Cambridge Dictionary," last accessed 23 February 2019, <https://dictionary.cambridge.org/dictionary/english/generation>.

⁷¹ *Ibid.*

lineage is vital in order to understand where they came from and how they have been influenced by the generations before them. It is important to look at a defined time period and common life-defining moments so as to frame and separate one generation from the next. Finally, it is necessary to determine and understand what motivational goals and values are shared by a generation in order to find and apply common themes that can be used by organizations to better recruit, employ, and retain Gen Zers.

In his paper *Generation as a Sociological Problem*, David Kertzer provides a social anthropologist perspective of how generations may be interpreted. Kertzer examines several different historical ways of viewing generations including: generations as assigned cohorts, generations as presented through life stages, and generations as descendants within societies. Each of these definitions brings Kertzer's own criticism of how they fail to encompass all aspects of a generation. However, he also acknowledges potential in certain aspects of the terms, if given the proper context and used correctly. Kertzer's analysis of generations is important as it will either give credence to the definitions presented earlier or force them to be dismissed.

In addressing cohorts, Kertzer suggests that generations should not be solely framed by birth years as "members of the same generation will have lived through different historical periods."⁷² Kertzer also criticizes that framing cohorts through birth years does not address the varying genealogical relations that would exist within each cohort.⁷³ Next Kertzer looked at defining generations through life stages as a result of age groupings (e.g. young adults 18-29, middle aged adults 30-45, etc.). He asserts that defining generations through aged life-stages did not account for kinship-relations; and

⁷² David I. Kertzer, *Generation as a Sociological Problem*..., 129-130.

⁷³ *Ibid.*

therefore, this definition could not address the existing inter-generational gaps and added nothing more than confusion to the definition.⁷⁴ Finally, Kertzer examined generations as they related to genealogy and kin relationships. Here he acknowledges the importance of parent-child value transmissions, and the impact of social influences between generations as children move into adulthood.⁷⁵ Kertzer ultimately concludes that a clearer analysis and study of generations is needed. However, although not all encompassing, he also suggests that generations can be explained as “parent-child relations and those that are linked to larger societal processes tied to an age stratification system.”⁷⁶ In this regard, Kertzer’s interpretation of generations is similar to the combination of the three definitions presented earlier. Generations can then be summarized as being age-framed cohorts that are influenced by societal and environmental factors, none more predominant than in the parent-child relationship.

Naming Gen Z

The *who* of Gen Z begins in assigning and agreeing upon their name. Marketing firms have always been keen to provide generations a name as it aids in their ability to target specific demographics as consumers.⁷⁷ As such, all modern generations have been labeled in order to easily identify and link common themes, values, and motivations to a group of individuals. Although Gen Z is not absolved of having a name attached, its name has not always been universally recognized. As Gen Z started to arrive in the post-Millennial spotlight, marketing firms, generational experts, sociologists, and journalists struggled to find a universally accepted descriptor. Gen Z has often been referred to or

⁷⁴ David I. Kertzer, *Generation as a Sociological Problem...*, 132.

⁷⁵ *Ibid.*, 135-136.

⁷⁶ *Ibid.*, 144.

⁷⁷ David Stillman and Jonah Stillman, *Gen Z @ Work: How the Next Generation is Transforming the Workplace* (New York: HarperCollins, 2017), 18.

interchanged with iGeneration, Gen Tech, Net Gens, or even Gen Wii.⁷⁸ However, over the last few years, the name Gen Z seems to be the most preferred and accepted term to describe the generation that follows the Millennials.⁷⁹

In following how we define a generation, where Gen Z begins has a common and generally agreed upon year-range. In their book *Gen Z at Work: How the Next Generation is Transforming the Workplace*, Stillman and Stillman describe Gen Zers as those individuals born in and around 1995-2012.⁸⁰ Similarly, the generational research company *n-gen People Performance*, use 1996-2012 as the birth years for the demographic targeted in their Canadian study *Gen Z: A Generation To Look Up To*.⁸¹ Other year ranges have been suggested with slight variations, but for the most part using the birth years from the mid-1990s until 2012 seems to be the most acceptable period to reference as Gen Zers.

Societal Generation Defining Moments

As previously mentioned, birth years are one-dimensional and cannot be used as the sole means to frame a generation. They offer a good starting point by setting parameters for Gen Z's beginning and end but they are not the only consideration. *n-gen People Performance* structure a generation using factors that are outside of just time limits. They suggest that generations are also defined through shared societal experiences including: "the life-defining events that happen during a generation's coming of age period (adolescence)."⁸² Using an example helps to provide some context. The terrorist

⁷⁸ Bruce Horowitz, "After Gen X, Millennials, what should next generation be?," *USA Today*, 04 May 2012, last accessed 08 March 2019, <http://usatoday30.usatoday.com/money/advertising/story/2012-05-03/naming-the-next-generation/54737518/1>.

⁷⁹ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 19.

⁸⁰ *Ibid.*, 7.

⁸¹ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 4.

⁸² *Ibid.*, 5.

attacks on America in 2001 can be considered a shared life moment for Millennials. They will remember that specific moment vividly and can relate to how the attacks affected them personally. They can also understand how the events changed the world at the time and how they continue to shape it today. That event has synonymous and specific emotions attached for Millennials that can be used to connect them as a generation.

However, life-defining events can also be used to separate generations. Members of Gen Z, either not born yet or not old enough to recall the events of September 11, will not identify emotionally with those events in the same manner as the generations before them. The Center for Generational Kinetics argues that life defining moments must be observed vice learned and that “if a person does not remember a defining event and does not have a strong emotional connection to it in realtime, then it has always been history to them.”⁸³ Therefore there can be no emotional attachment to the September 11 terror attacks for Gen Z. For them, the attacks are merely a history lesson that can be found and viewed on Youtube.⁸⁴ This creates a clear divide between Gen Z and preceding generations. It can then be surmised that the memories and emotions associated with shared experiences that connect individuals within a generation, can also be used to define boundaries that separate one generation from the next.

Shared life-defining events can also be reflected on differently by members of the same cohort. Individuals born on the fringes of their generation may not connect in the same way to certain shared defining events as the rest of their generation, and instead may identify more with preceding or later generations. A good example of where shared experiences may be viewed differently is in technology and cellular phones. Millennials

⁸³ The Center for Generational Kinetics, *The State of Gen Z 2017: Meet the Throwback Generation* (April 2017), 4.

⁸⁴ *Ibid.*

born in early 1980s may remember a childhood where cellular phones did not exist, while younger Millennials may never remember a day without them. The rapid advancement of technology during Millennials' formative childhood and early adult years will have had different effects for individuals of the same generation. Older Millennials may identify more with tech savvy Gen Xers while younger Millennials may identify with the truly digital native Gen Zers.⁸⁵ Understanding the complexities of how shared experiences can encompass, separate, and influence generations will allow for a better understanding in how a generation approaches life, work, and careers.⁸⁶ As such, shared defining experiences, such as technology or terrorist attacks, must be included in defining the *when*, *who*, and *what* of a generation.

Value Transmission and Value Shifts

Parents are the common and essential influence to all generations. They are the most powerful shaping force for their children, instilling their values through a combination of “best-practices” and ideals.⁸⁷ Social psychologist Klaus Boehnke tests the theory of value transmission between parents and children, and value changes between generations. His research examined whether values are transferable from parents to offspring, and how values shift or change from one generation to the next. Boehnke's article “Parent-Offspring Value Transmission in a Societal Context” concludes three things: that intergenerational value changes and value transmissions are linked but separate processes, that certain intergenerational values can shift, and that particular

⁸⁵ Becker Digital Marketing & Public Relations, “Gen Z vs Millennials: Generation Differences and Similarities,” last modified 20 February 2019, <https://becker-digital.com/gen-z-vs-millennials/>.

⁸⁶ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 24.

⁸⁷ *Ibid.*

values within families can be transmitted successfully.⁸⁸ Specifically, Boenke determined that between generations as groups, values generally shifted from *conservation* towards *openness to change*; and that values observed to be passed down successfully from parents to children were associated with *openness to change* and *self-enhancement*.⁸⁹ Examining parental and generational influences will help determine which values have shifted, and which ones have been passed along to their offspring.

Psychologist Oliver Robinson also found that values can shift. His research focused on how aging affects an individual's values. He found that there are positive and negative correlations between aging and the four Schwartz higher-order dimensions. His research determined that:

Of the four higher order values, conservative values show a positive relation with age, while self-enhancing and openness to change-focused values have a negative relation with age. Self-transcendent values show a positive relation with age between young adulthood and midlife, but not beyond.⁹⁰

Therefore, age affects what quadrants may be more important to an individual as they move through life sequences. With respect to Gen Z, it is expected that because of their young age, they will have more values within *openness to change* and *self-enhancement*, and less motivations within *conservation*.

⁸⁸ Boenke, K, "Parent-Offspring Value Transmission in a Societal Context: Suggestions for a Utopian Research Design— with Empirical Underpinnings," *Journal of Cross-Cultural Psychology*, vol. 32, iss. 2 (March 2001), 241–255, 248, <https://doi.org/10.1177/0022022101032002010>.

⁸⁹ *Ibid.*, 248.

⁹⁰ Oliver C. Robinson, "Values and Adult Age: Findings from Two Cohorts of the European Social Survey," *European Journal of Ageing* 10, no. 1 (March 2013): 11-23, 21-22, <http://dx.doi.org/10.1007/s10433-012-0247-3>.

The Gen X Parental Influence

Baby-Boomers, Gen Xers, and Millennials are all parents of Gen Z.⁹¹ However, within these groups there is one cohort that stands out as the parenting majority for Gen Z. In Canada, 59% of Gen Zers have parents that are Gen Xers, those born between 1965-1980, making Gen X the predominant intergenerational influencer for Gen Z.⁹² Therefore the effect of Gen X on Gen Z cannot be ignored. Gen X's importance lies within their transmitted values as parents, and those intergenerational values that have shifted between the generational groups. These transmitted and shifted values, coupled with Gen Z's shared defining moments and environmental influences, can be considered the primary factors that have framed and shaped Gen Z. They are the influencers that have developed Gen Z's motivational goals and have molded their characteristic adaptations into a system of shared values. These can then be used by organizations to better understand Gen Z and aid in developing the new recruiting, employment, and retention strategies for the demographic.

Conclusion

This chapter has presented multiple perspectives on how generations can be defined, influenced, and shaped. Generations were first framed by near-commonly agreed upon birth years. The ranges in birth years grouped individuals into cohorts, which were shown to be influenced by common shared experiences and life-events. How these shared societal and environmental moments were remembered, interpreted, and understood by individuals of a cohort helped mold their generational identities. Lastly, but perhaps most

⁹¹ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 18.

⁹² Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 4; Giselle Kovary, "The "Semi-Retired" Gen Xer," *N-Gen Blog*, 4 August 4 2016, <http://www.ngenperformance.com/blog/leadership-2/the-semi-retired-gen-xer>.

importantly, the significant role of parents and their value transmissions, coupled with intergenerational value changes, were shown to shape generations in their attitudes, beliefs, and decision-making characteristics.

The next chapter examines Gen Z through their generational influences. Specifically, Gen Z will be introduced through numerous studies and written works to uncover common generational themes. The data from the studies, coupled with Gen Z's primary influences, help provide a generational identity with shared motivational goals. These motivational goals are then categorized into motivation types that can be aligned within the Schwartz model as basic human values. Finally, those basic values can then be compared against RCAF values for competing or aligned priorities.

CHAPTER 3 - GEN Z VALUES

Introduction

As Gen Z graduates college and moves closer to entering the workforce fulltime, their impact on the economy and future employers becomes more eminent. The values that Gen Z possesses and brings to their work places will be significant drivers to the successful integration of Gen Z into organizations and their workforces. These values are derived from the characteristic adaptations and motivational goals that are influenced by Gen Z's physical environment, social networks, and the significant shaping role of their parents. Marketing firms and generational transition companies have conducted numerous studies as a means to capture these motivations and provide organizations with valuable information to help them adapt and welcome Gen Z to their workforces.

This chapter will introduce and interpret Gen Z's most predominant motivational goals in the form of motivational types from the Schwartz value model. In doing, Gen Z's motivations become basic human values which reveal the generation's competing and aligned priorities. The information needed for this analysis comes from various sources. The research by *n-gen People Performance*, *Unidays*, *The Center for Generational Kinetics*, the *International Federation of Accountants (IFAC)*, *Dell Technologies*, *Deloitte Insights*, and *Barkley* present similar Gen Z themes through questionnaire surveys that were conducted in Canada, the United States, and around the globe. Their collected data, along with Gen Z's primary influences, brings forward priorities of varying importance and exposes trends that can be analyzed and distributed categorically into Schwartz's Basic Human Values Circle Continuum. The most predominant Gen Z motivations were found to occur in Schwartz's dimensions of *openness to change* (self-

direction, stimulation, hedonism), *self-enhancement* (power, achievement), and *self-transcendence* (universalism and benevolence). The least amount of motivations occurred in Schwartz's dimension of *conservation* (conformity).

Openness to Change: Self-Direction

Schwartz describes *self-direction* motivations as primarily being drawn from an individual's need for independence in thought and action.⁹³ Values in *self-direction* prioritize freedom and the ability to choose, create, and remain outside of the control of others. Gen Z displays many elements of *self-direction* in their approach to employment and education. Gen Z values flexibility and displays elements of the FFM trait *openness to experience* with their curious, imaginative, and novel minds as seen through their behaviour in customizing a world to fit their needs. Ultimately, Gen Z's motivations associated with *self-direction* reside in their desire to be independent in thought and action, flexible, and creative.

The economic lessons learned by Gen X as young adults have translated into *self-direction* values that have impacted Gen Z's perceptions on money, employment, and financial success. During Gen Xers' childhood years, economic hardships began to shape their outlook on careers as they witnessed the beginnings in the downfall of traditional post-war employment. The recession in the 1980's created uncertainty for their future financial security, resulting in Gen X adopting "an independent and survival mentality that was loaded with a healthy dose of skepticism."⁹⁴ Additionally, during Gen X's late teenage and early adult years, a subsequent 1990s recession created more economic pressures as contracting economies produced layoffs and pre-mature retirements for their

⁹³ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 5.

⁹⁴ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 40.

Baby-Boomer parents.⁹⁵ This resulted in Gen Xers becoming even more cynical about their future, forcing them to take a more pragmatic approach in their search for gainful employment.⁹⁶ Traditional ideas about financial security through stable and life-long jobs were no longer a given as the institutions that had served Baby-Boomers so well began to fail around them. As Gen X entered the workforce, “globalization, corporate downsizing and cost-cutting reduced the number of what they consider higher-paying jobs.”⁹⁷ Gen X decided to take matters into their own hands and focused on being entrepreneurs.

The risks associated with entrepreneurship did not deter Gen X and led to values that would define their generation. The diminishing post-war employment alternatives had been dismantled through neoliberalism and globalization, forcing Gen X to find their own solution to financial stability.⁹⁸ As a result, Gen Xers became driven, straightforward, and independent in their approach to employment. This led to Gen X entrepreneurs creating some of the world’s leading companies such as: *Amazon* (Jeff Bezos born in 1964), *PayPal* and *Tesla* and *Space X* (Elon Musk born in 1971), *Google* (Larry Page and Sergey Brin both born in 1973), and *eBay* (Pierre Omidyar born in 1967); all of which have been hugely influential in the evolution of global commerce and technology innovation.⁹⁹ The independent thought and entrepreneurship skills used by Gen Xers in the 1990s and 2000s sparked innovation and created their own successes. It is only natural for them to want to tout their accomplishments as adapted values. The

⁹⁵ Karen Kahler Holliday, "Understanding Generation X," *Bank Marketing* 27, no. 12 (December, 1995): 31-34, 31, <https://search.proquest.com/docview/234291272?accountid=9867>.

⁹⁶ *Ibid.*

⁹⁷ *Ibid.*

⁹⁸ Jeffrey C. Martin and Wayne Lewchuk, *The Generation Effect: Millennials, employment precarity and the 21st century workplace*, McMaster University and PEPSO, September 2018, 13, <https://pepso.ca/documents/the-generation-effect-full-report.pdf>.

⁹⁹ Peter J. Whitehouse and Candace Steele Flippin, "From Diversity to Intergenerativity: Addressing the Mystery and Opportunities of Generation X," *Generations* 41, no. 3 (Fall, 2017): 6-11. <https://search.proquest.com/docview/1968940676?accountid=9867>.

pragmatism, independence, and entrepreneurship developed by Gen X relate strongly to the *self-direction* motivations of independence in thought and action, values that they would pass on to their Gen Z children.¹⁰⁰

Gen Z has been witness to their own economic hardship. The global financial crisis of 2008 and its aftermath negatively affected Millennials, Gen Xers, and Baby-Boomers; but it also subjected young Gen Zers to the realities of job loss and financial insecurity.¹⁰¹ The *self-direction* ideals that were advocated by their Gen X parents were suddenly being re-enforced. Gen Z has responded by believing that they need to take control of their own futures and forge their own path in order to achieve success.¹⁰² This will result in them challenging existing norms to employment and education, similar to how their parents did through the 1990s and 2000s.¹⁰³ In an American study conducted by Stillman and Stillman, 71% of Gen Zers polled agreed with the phrase “if you want it done right, then do it yourself!”¹⁰⁴ This statement summarizes how Gen Z views their role in determining their own future success. As a result, Gen Z is pragmatic, driven, and determinedly independent. The transmission of *self-direction* motivations from their Gen X parents has been successful. Specifically, Gen Z displays motivations to be independent in both thought and choosing their own goals.

Gen Z *self-direction* motivations have also been influenced by their physical and social environments. Together, these realms have impacted how Gen Z approaches education and technology and have further reinforced their motivations of independence.

¹⁰⁰ Andrea Healey, "Figuring Out Generation X," *ACA News* 41, no. 2 (February 1998): 12-15, <https://search.proquest.com/docview/194701649/9B0F3EB257854E69PQ/3?accountid=9867>.

¹⁰¹ Unidays, “Zs and Money: What You Need to Know,” *Gen Z Insights*, June 2018, 10. <https://www.genzinsights.com/when-it-comes-to-money-we-should-all-act-more-like-gen-z>.

¹⁰² Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 7.

¹⁰³ *Ibid.*

¹⁰⁴ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 227.

Gen Z is fiercely autonomous in how they learn. They want to learn on their own, from the resources they choose, and from the experts first-hand.¹⁰⁵ This autonomy has been fostered by an environment where information is more accessible than ever before. Portable electronic devices (PEDs), smartphones and tablets, coupled with the internet and its wealth of resources have changed how Gen Z learns. With technology at their disposal Gen Z can connect to the information or training they want at any time they choose. As such, 85% of Gen Zers use online video services to learn new skills weekly. Their classroom is no longer confined to a school during working hours, but rather it is accessible 24 hours a day, seven days a week. Their instructors are no longer school teachers but are now the instructors who have uploaded “how-to” videos to the website of their preference. Not only has this access enhanced Gen Z’s resource pool, it has increased confidence in their abilities to learn and complete any task independently.¹⁰⁶ Technology has allowed Gen Z to pursue the *self-direction* goal of independence in thought.

Since birth Gen Z has been a participant in a highly customizable world. This reality has resulted in the generation expecting both flexibility and creativity within their individual spheres of influence. The beginnings to their flexibility and creativity reside in how they view themselves. Social media and its unlimited access through smartphones have allowed Gen Z to always be the masters of their own identities. In the digital world they have full control of their online personas and can communicate through filtered pictures and messages anything from their feelings to personal accomplishments. They have the freedom to be anyone and identify with anything, from gender to social clubs

¹⁰⁵ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 229-230.

¹⁰⁶ The Center for Generational Kinetics, *The State of Gen Z 2017...* 10.

and sports teams.¹⁰⁷ To further their choices, one identity may not be enough as 75% of Gen Zers are comfortable in having multiple online personas, and the customizable options available to them are almost limitless.¹⁰⁸ Stillman describes how his generation views choice, “How we define ourselves is so customized that there could never be enough boxes for us to check.”¹⁰⁹ The generation’s ability to create and choose their digital identities caters strongly to their preference of having choice and the ability to make their own decisions. Customization has led to Gen Z developing curious and imaginative characteristic adaptations that associate with the FFM trait of *openness to experience*, and relate strongly to motivations in creativity, flexibility and freedom of thought. These motivations again all link to the human value of *self-direction*.

Openness to Change: Stimulation

Stimulation motivational goals are similarly aligned with *self-direction*’s creativity and exploration, but are more focused on excitement, novelty, pleasure, and wanting challenges in life.¹¹⁰ The drivers for *stimulation* require individual’s to pursue optimal and positive experiences that ideally include a life that is thrilling and full of variety.¹¹¹ Stimulation values also relate to the FFM trait of *extraversion* through variety, adventurousness, and having-fun; and also to *openness to experience* through novelty. Gen Z exhibits multiple motivations that are associated with *stimulation* in their obsession with technology and the need to work with it throughout their careers.

¹⁰⁷ Barkley, *Getting to Know Gen Z: How the Pivotal Generation is Different from Millennials* (January 2017): 8, <http://www.millennialmarketing.com/research-paper/getting-to-know-gen-z/>.

¹⁰⁸ Barkley, *Getting to Know Gen Z...*, 8.

¹⁰⁹ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 109.

¹¹⁰ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 5.

¹¹¹ *Ibid.*

Gen Z is a group that does not differentiate between the digital and physical worlds.¹¹² To them there are no barriers between the dimensions and instead the two are completely integrated. The rapid advancement of technology has transformed everyday human interactions. The most obvious example is the smartphone. One device has replaced the physical forms of navigation and encyclopedias to communications and banking. Through technology the world now exists where “for every physical element, there is typically a digital equivalent,” and as technology advances its seamless integration will become even more commonplace, connected, and expectant in its use.¹¹³ As a result, the digital and physical worlds will increasingly come together, blurring the lines between digital and physical environments.¹¹⁴ Unlike previous generations who had to adapt and embrace technology, Gen Z has always had it present in their physical world. Gen Zer and author Jonah Stillman sums up this sentiment best:

I have grown up being plugged in 24/7 with screens everywhere, from riding in backseats of minivans with screens in the headrest in front of me to iPads being handed out in middle school to help me and my peers learn. Technology is not something separate, but rather integrated into everything we do. It’s an extension of our brain. It’s who we are.¹¹⁵

By 2018 it is reported that 95% of Gen Zers own a smartphone.¹¹⁶ With constant exposure to personal technology, and consistent influence from Gen Z peers, they will always be subjected to its appeals. *Dimensional Research* conducted a global study of over 12,000 high school and college students on behalf of *Dell Technologies* with the

¹¹² David Stillman and Jonah Stillman, *Gen Z @ Work...*, 75.

¹¹³ *Ibid.*, 79.

¹¹⁴ Internet Society, *2017 Internet Society Global Internet Report: Paths to our Digital Future* (2017), 44, <https://future.internetsociety.org/2017/wp-content/uploads/2017/09/2017-Internet-Society-Global-Internet-Report-Paths-to-Our-Digital-Future.pdf>

¹¹⁵ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 71.

¹¹⁶ The Center for Generational Kinetics, *The State of Gen Z 2018...*, 6.

intent of collecting the generation's views on technology and careers. The study, *Gen Z: The future has arrived*, affirmed Gen Z's strong desire to work with new technology.¹¹⁷ Specifically, 79% of Canadian male and 66% of Canadian female respondents had interest in working with cutting-edge technology as they enter the workforce, and 91% of all respondents said technology would influence their choice between two similar job offers.¹¹⁸ Fittingly, the study also found that Gen Zers considers themselves technologically literate with 77% of respondents believing they are good at integrating new technology into work and life.¹¹⁹ The study is one of many that demonstrate Gen Z's clear motivations for the pursuit, application, and use of new technology and cannot be overlooked, especially when considering the importance Gen Z puts on it in their personal life and future employment. Technology brings motivations of excitement and novelty to Gen Z, and associate strongly with the Schwartz value of *stimulation*.

Openness to Change: Hedonism

Hedonism goals are defined by the needs to seek pleasure or sensuous gratification for oneself, and are derived from self-indulgence and the endless pursuit of pleasure through the enjoyment of life and its experiences.¹²⁰ Hedonism values also relate to the FFM trait of *extraversion* through an individual's desire to have fun and be sociable. Gen Z demonstrates that it has *hedonism* values through the gratification and self-indulgence in their interactions with social media.

¹¹⁷ Dimensional Research, *Gen Z: The future has arrived*, study for Dell Technologies (2018), 8, last accessed 13 April 2019, <http://www.emc.com/collateral/presentation/gen-z-the-future-has-arrived-complete-findings.pdf>

¹¹⁸ *Ibid.*, 10, 21.

¹¹⁹ *Ibid.*, 42.

¹²⁰ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 5.

Social media is where Gen Z finds fulfillment and acknowledgement, creating and lending their identity as a means to form their digital self. *The Washington Post* profiled 13 year-old Katherine and her use of social media as a means to achieving personal gratification. Katherine explains how social media and the constant posting of comments and pictures are important to her via peer approval, “It kind of, almost, promotes you as a good person. If someone says, ‘tbh (to be honest) you’re nice and pretty,’ that kind of, like, validates you in the comments.”¹²¹ *Barkley’s Getting to Know Gen Z* report cites a *CNN* study that exposes the scale that teenagers use their smartphones and media platforms in that “some 13-year-olds check their social media accounts 100 times a day and are spending about nine hours a day using media for their enjoyment.”¹²² These examples are not unique to specific individuals, but are rather commonplace within the generation and demonstrate their reliance on social media for personal gratification.

Smartphoiness are the medium for Gen Z to connect to their social networks. However, Gen Z’s need for social media and to be constantly connected to their digital world is merely a by-product of what Stillman describes as the “fear of missing out.”¹²³ The smartphone has become an extension of Gen Z’s social well-being. As such, it is not surprising that two-thirds of Gen Zers experience high levels of stress when their phone is lost or broken.¹²⁴ This anxiety is transferable to the work environment as well. *Old Navy* found that while employing Gen Zers in their retail chains the company policy of leaving phones in the break room resulted in their younger employees being disconnected and

¹²¹ Jessica Contrera, “13, Right Now,” *The Washington Post*, 25 May 2016, https://www.washingtonpost.com/sf/style/2016/05/25/13-right-now-this-is-what-its-like-to-grow-up-in-the-age-of-likes-lols-and-longing/?utm_term=.ce02ee41b1ba.

¹²² Barkley, *Getting to Know Gen Z...*, 23.

¹²³ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 195.

¹²⁴ The Center for Generational Kinetics, *The State of Gen Z 2018...*, 8.

having trouble focusing at their primary task. Their angst stemmed from the fear that they might be missing out on something in their digital world.¹²⁵ The fear of missing out phenomenon has motivations directly related to the joy and pleasure-seeking gratifications that Gen Z seeks through social media. Therefore, Gen Z's preference to be constantly connected to social media relates directly to Schwartz's value of *hedonism*.

Self-Enhancement: Power

Power motivations have roots in individual wealth and asset accumulation. They are derived through the goals associated with an individual's need to have social status and prestige, as seen through dominance and control over resources and people.¹²⁶ Specifically, power-resource motivations emphasize "attaining wealth and material goods... attributing importance to high incomes in choosing a job."¹²⁷ For Gen Z power motivations are evident in their pursuit of achieving financial success. In this regard, two of their most predominant influencers are their Gen X parents and the economy. Those influencers have combined to shape Gen Z's ideas on employment priorities and the value of money.

Gen Z strongly endorses values that promote obtaining financial success. These motivations are confirmed through their early comprehension of finances, their pursuit of money, and a desire to find long-term and gainful employment. A Canadian study asked Gen Zers what is important to them with respect to achieving these goals. Those polled specifically cited the importance of money, and having a job that contributes high pay

¹²⁵ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 203.

¹²⁶ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 5.

¹²⁷ Shalom H. Schwartz, Jan Cieciuch, Michele Vecchione, Eldad Davidov, Ronald Fischer, Constanze Beierlein, Alice Ramos, et al, "Refining the Theory of Basic Individual Values,"... 681.

(85%) and a competitive salary (82%).¹²⁸ However, Gen Z also realizes that these goals are not easily achievable. Gen Zer Jonah Stillman writes, “The days of teenage dreams to be president or make millions of dollars as a business tycoon have made way for nightmares of not being able to make it at all.”¹²⁹ Gen Z is very practical and realistic about its fortunes, and understands that financial success will not just be handed to them, but rather they will have to work hard for it to be obtained.

High paying jobs and competitive salaries require an education. *Unidays* research found that 80% of Gen Zers polled said that they plan to go to college in order to achieve a higher salary.¹³⁰ However, Gen Z does this smartly and considers two things before applying for an education: how is it beneficial to them, and what are the costs. To illustrate, Gen Z does not just want an education for the sake of qualifying for a good job. A total of 71% of Gen Zers believe that the value in an education is the critical thinking skills that it brings to problem-solving.¹³¹ Secondly, Gen Z weighs the financial debts and associated risks versus the educational rewards. *Unidays* research found that a large majority of Gen Z students (73%) attending a post-secondary education already had side-hustles or part-time work in order to offset and manage the costs of obtaining their diplomas or degrees.¹³² This is in stark contrast to Millennials who were willing to carry large levels of student debt with the expectation that it would be paid off easily in the future.¹³³ Through not wanting to incur the same financial debts of the generation before

¹²⁸ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 14-15.

¹²⁹ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 139.

¹³⁰ Unidays, “Zs and Money: What You Need to Know,” *Gen Z Insights*, June 2018, 11.

¹³¹ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 18.

¹³² Unidays, “Zs and Money: What You Need to Know,”..., 11.

¹³³ Jeffrey C. Martin and Wayne Lewchuk, *The Generation Effect: Millennials, employment precarity and the 21st century workplace* (McMaster University and PEPSO: September 2018), 68, <https://pepsoc.ca/documents/the-generation-effect-full-report.pdf>.

them, Gen Z demonstrates a keen understanding of the power of money and importance of avoiding debt.¹³⁴

Gen Z's motivations for achieving financial stability is not only linked to the short-term. In their study, *n-gen* found that 85% of Gen Zers believed it was important to save for their future.¹³⁵ In fact, Gen Z believes that "saving... is the most important criteria for future success."¹³⁶ And not only is Gen Z already thinking about their future finances, but 12% are already saving for their retirement, an impressive statistic considering the young age of the demographic.¹³⁷ These statistics are both indicators that Gen Z is willing to play the long-game, and that they are taking a more traditional and realistic approach to earning and saving for their future. Their desire for high income, a need to earn pay through competitive salaries, avoidance of debt, and already saving for retirement all relate to Gen Z's goals of obtaining wealth. These motivations in turn are strongly associated with Schwartz's *self-enhancement* value of *power*.¹³⁸

Self-Enhancement: Achievement

Achievement motivations originate from an individual's competitive nature and the demonstration of competence according to cultural or social standards.¹³⁹ Achievement values also seek the admiration of others through the successful completion of objectives and are closely associated with characteristics of ambition, influence,

¹³⁴ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 15.

¹³⁵ *Ibid.*

¹³⁶ *Ibid.*, 8.

¹³⁷ The Center for Generational Kinetics, *The State of Gen Z 2017...* 14.

¹³⁸ Shalom H. Schwartz, Jan Cieciuch, Michele Vecchione, Eldad Davidov, Ronald Fischer, Constanze Beierlein, Alice Ramos, et al, "Refining the Theory of Basic Individual Values,"... 682.

¹³⁹ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 5.

intelligence, and self-respect.¹⁴⁰ Gen Z demonstrates *achievement* values in their competitive nature and individual personal desires to succeed.

Gen Z has already been shown to value *power* through career employment and high pay. However, the personal success in pursuit of those goals will be a result of their driven and competitive natures which align with the motivations of *achievement*. Gen Z was taught by their Gen X parents to be competitive winners at a young age in academics, sport, and other extra-curricular activities.¹⁴¹ This competitive nature is in stark contrast to the collaborative, participative, and “everyone can be a winner” approach taken by Millennials and instilled by their Baby-Boomer parents.¹⁴² As a result, personal success and winning have become extremely important for Gen Z. From one focus group participant, “I want to be the best of the best, the smartest of the smart, and prove to others and myself that I am capable of taking on the world.”¹⁴³ This single quote sums up well the competitive nature of the generation and how it is driven to succeed.

Gen Z also holds personal success in higher esteem than previous generations. Over half of them believe that success is the most important thing in life, which is 10% higher than polled Millennials, Gen Xers, and even Baby-Boomers. This mentality carries throughout the generation and can be seen in how they rank their priorities. When asked to list their most important daily activities, Gen Z responded with “grades in school” as number one, higher than both “hanging out with friends” and having access to their “smartphone.”¹⁴⁴ Furthermore, 69% of Gen Z teens believe that their success in life will have nothing to do with luck, and that the more traditional approaches of tacking

¹⁴⁰ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 5.

¹⁴¹ XYZ University, *Read or Not Here Comes Z* (January 2018), 5.

¹⁴² David Stillman and Jonah Stillman, *Gen Z @ Work...*, 253-254.

¹⁴³ Barkley, *Getting to Know Gen Z...*, 11.

¹⁴⁴ Barkley, *Getting to Know Gen Z...*, 12-13.

challenges head-on through hard work is the best way to accomplish their goals.¹⁴⁵ A hard work ethic, an emphasis on winning through competition, and the desire to succeed has resulted in a driven and winning mentality for Gen Z. They believe that success in life has to be earned, and it is a key driver behind their motivations in the human value of *achievement*.

Self-Transcendence: Universalism

Universalism has motivational goals related to the understanding, appreciation, tolerance, and protection for the well-being of all people and nature.¹⁴⁶ This includes having a desire to make the world a better place for all, especially when considering the welfare of society and the protection and preservation of the world's limited and finite natural resources. An individual how was strong *universalism* values in puts importance on the survival of the society at large, through equality and social justice, and through nature in protecting the environment.¹⁴⁷ The importance of these motivations to Gen Z will be shown through their views on diversity and the importance of equality and inclusiveness in organizational values and policies.

As previously mentioned, values are not solely transmitted from parents. Societal and environmental factors also have major impacts on the development of traits and learned behaviours of children.¹⁴⁸ Some of Gen Z's most liberal values have been influenced by societal norms that are prevalent in the world today. As societies develop their values change, and are transformed to reflect newer progressive ideas.¹⁴⁹ Modern

¹⁴⁵ *Ibid.*, 13-15.

¹⁴⁶ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 7.

¹⁴⁷ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 7.

¹⁴⁸ R.R. McCrae, Costa, P. T., Jr., Ostendorf, F., Angleitner, A., Hřebíčková, M., Avia, M. D., . . . Smith, P. B., "Nature over nurture: Temperament, personality, and life span development" . . . , 175.

¹⁴⁹ Boehnke, K, "Parent-Offspring Value Transmission in a Societal Context. . . , 242.

western societies have strong values of inclusion and diversity through laws of equality and human rights as outlined in constitutional documents such as the Canadian Charter of Rights and Freedoms.¹⁵⁰ They also have expectations for corporate compliance in the administration of business ethics as overseen by advocacy groups such as Canadian Centre for Ethics and Corporate Policy.¹⁵¹ Finally, societies have increased awareness of environmental preservations through laws such as Canada's Environmental Protection Act, federal groups such as the American's Environmental Protection Agency, and international oversight with the United Nations Environment Assembly.¹⁵² These various charters, laws, groups and organizations may have been created by prior generations, but their enforcement and education have had an impact on the progressive *universalism* motivations of Gen Z in in their approach to diversity, inclusion, and equality.

Gen Z is the most diverse generation in American history.¹⁵³ They have been raised in a society where inclusion and accepting diversity are no longer new ideas taught, but rather they are the expected norm. Gen Z holds this belief in high esteem and will disregard organizations that do not prioritize an inclusive atmosphere, as evidenced in *n-gen*'s survey where 76% of respondents ranked a workplace that is diverse and inclusive as important to them.¹⁵⁴ Furthermore, the generation is not tolerant of inequality. Racial equality, gender equality, and sexual orientation equality all rank high

¹⁵⁰ Canada, *Canadian Charter of Rights and Freedoms*, s 2, Part I of the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982* (UK), 1982, c 11, <https://laws-lois.justice.gc.ca/eng/const/page-15.html>.

¹⁵¹ EthicsCentre CA, *History of the Canadian Centre for Ethics & Corporate Policy*, last accessed 13 April 2019, <http://www.ethicscentre.ca/EN/about/history.cfm>.

¹⁵² Canada, *Canadian Environmental Protection Act*, 1999, <https://laws-lois.justice.gc.ca/eng/acts/c-15.31/>.

¹⁵³ Unidays, *Zs and Money: What You Need to Know...*, 6.

¹⁵⁴ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 16.

on the list of issues that Gen Z supports.¹⁵⁵ These ideas are representative of the generation's diversity and suggest that having anything but an environment that is open, accepting, supportive, respectful, and embracing of all ways would greatly affect Gen Z's desire and willingness to work for that organization.¹⁵⁶ Gen Z's stance on equality and inclusion are clear motivations associated with the basic human value of *universalism* (broadmindedness, equality, social justice).

Self-Transcendence: Benevolence

Benevolence motivations are defined through the preservation and welfare enhancement of the group that one has the most frequent contact.¹⁵⁷ These groups can be families or other primary groups where an individual works or has personal contacts. Benevolence values are derived from an individual's internal concerns for the smooth functioning and sense of belong to their group, and can include motivations of helpfulness, honesty, loyalty, and true friendship.¹⁵⁸ Gen Z demonstrates *benevolence* motivations in their social environments. A key aspect to these motivations is Gen Z's communication skills and how they affect their ability to understand and employ empathy.

In their study Stillman and Stillman addressed empathy in one of their questionnaires. They asked Gen Z for their thoughts and understanding of empathy. A total of 69% of respondents said that empathy was important to them and that they understood it as "feeling for others."¹⁵⁹ However, there is an argument that Gen Z may not possess the empathetic adaptations needed to carry out empathetic values.

¹⁵⁵ Barkley, *Getting to Know Gen Z...*, 17.

¹⁵⁶ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 16.

¹⁵⁷ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 7.

¹⁵⁸ *Ibid.*

¹⁵⁹ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 193.

Technology has impacted the development of their social cognitive skills such as problem solving, critical thinking, and also how they communicate.¹⁶⁰ With the attachment to their smartphones, Gen Zers have grown up using text messaging instead of email, and video chat instead of phone calls. This has led to the finding that “social media is the best way to reach, communicate with, and understand Gen Z instead of traditional face-to-face conversations.”¹⁶¹

On the other hand, there is also strong support (84%) that Gen Z prefers seeing and hearing individuals when conducting communications instead of relying on emails, pictures, and texts.¹⁶² Whether this is done in person face-to-face or through technology such as video chats, Gen Z prioritizes interactive feedback with colleagues and bosses.¹⁶³ To further the point, Jonah Stillman writes, “My generation craves human interaction. If leaders just assume that the best way to communicate is to text us, then they will miss out on developing the working relationship we want to have at work.”¹⁶⁴ These sentiments indicate that although Gen Z is attached to their smartphones, they still need and crave effective inter-personal communications, a key requirement to support their motivations for empathetic values. However, empathy is more than just having the skills to read and understand feelings through communication. There must also be the desire to feel compassion for another’s point of view or circumstance. This is where Gen Z may excel through its previously mentioned motivations in diversity and its access to diverse views through social media.

¹⁶⁰ Deloitte Insights, *Generation Z enters the workforce* (2017), 4.

¹⁶¹ The Center for Generational Kinetics, *The State of Gen Z 2018...*, 11.

¹⁶² David Stillman and Jonah Stillman, *Gen Z @ Work...*, 126.

¹⁶³ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 11.

¹⁶⁴ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 101.

Gen Z has different access to friend groups in comparison to previous generations. Their online identities and social media platforms allow unimpeded access to a network of diverse people, allowing friendships to forge with individuals they can identify with through similar interests vice similar neighborhoods.¹⁶⁵ Mia Dand from *Lighthouse3*, a digital media strategy and research advisory firm, describes who and how Gen Z views friend networks:

Teens today have friend networks that span the globe. These include teens they haven't met in person but share a common passion or activity like music, gaming or cause. My 13-year-old is an activist and runs a support group for LGBTQ+ youth on Instagram. She recruited 14 other teen admins across the world who help run the platform. That's her tribe.¹⁶⁶

The example above demonstrates how easily teens today have access to multiple support groups, friends, and ideas through technology and their social connections. As a result, they are easily invested in social movements and can easily have concern for others. When asked how Gen Z can bring people together and contribute to making the world a better place, their top response was “caring about and respecting one another.”¹⁶⁷ Gen Z has the ideological blueprints needed for empathetic values, it is only a matter of if their inter-personal and social communication skills will be able to support their motivations. As mentioned in Chapter 1, the motivational types and traits of empathy and Gen Z's concern for others relate to the basic human value of *benevolence* (honest, helpful).

¹⁶⁵ Barkley, *Getting to Know Gen Z...*, 16.

¹⁶⁶ *Ibid.*

¹⁶⁷ David Stillman and Jonah Stillman, *Gen Z @ Work...*, 92.

Conservation: Conformity

Schwartz describes *conformity* as the goals that relate to an individual's restraint in the actions, inclinations, and impulses that may upset others or violate social norms and expectations.¹⁶⁸ *Conformity* requires that individuals restrain from actions or ideas that disrupt the smooth interaction of group function, displaying traits of obedience, responsibility, self-discipline, politeness and loyalty.¹⁶⁹ Gen Z has elements of conformity in their attitudes towards loyalty and respect for authority.

Gen Z has already displayed strong employment values in the dimension of *self-enhancement* that are aimed at achieving financial stability. However, these attitudes are not solely isolated to *power, independence, and achievement*. Gen Zers also have employment motivations associated with *conformity*. Questions from *n-gen*'s study asked respondents what their preferences were outside of obtaining financial stability. Gen Z cited the importance of having employment that provided security (89%), longevity (88%), and great benefits (88%). These factors coincide with the pursuit of long-term careers within organizations that provide structure and stability versus short-term work. The IFAC supports this notion through their global study commissioned on determining Gen Z values with respect to public policy, careers and work. Their study found that when considering what is important in choosing a career, 89% of Gen Z respondents put importance on a stable career path.¹⁷⁰ These statistics all suggest that Gen Z is taking a more traditional approach to finding sustainable employment.

¹⁶⁸ Shalom H. Schwartz, *An Overview of the Schwartz Theory of Basic Values...*, 6.

¹⁶⁹ *Ibid.*

¹⁷⁰ International Federation of Accountants, *Make Way for Gen Z* (2018), 14, <https://www.ifac.org/make-way-gen-z-identifying-what-matters-most-next-generation>.

Gen Z's views on finding stable employment are not purely idealistic. As mentioned earlier and in line with their driven and competitive natures, Gen Z does not feel employment is an entitlement, but rather "they would feel lucky to be employed by a company," and they are willing to start at the bottom and earn their way up through the ranks.¹⁷¹ Somewhat surprisingly, the generation also believes in following organizational policies as "84% of Gen Z believes it is very important or somewhat important to be able to follow company rules and expectations... with 74% of survey respondents indicating that it is important to do what your boss tells you to do in order to advance."¹⁷² These responses from Gen Z surveys suggest strong motivational types associated with *conformity* (self-discipline, obedient), and possessing traits in agreeableness which also relates to the value of *benevolence* (loyal).

Summary and Analysis

The arguments in this Chapter have presented Gen Z's characteristics as motivational types. These motivational types have been extrapolated from the survey data of numerous studies conducted by generational research companies, marketing firms, and international groups. Their research was aimed to better understand the next generation entering the economy and workforces of our corporations and institutions. Although not all encompassing, the themes presented were those most common and prevalent throughout the studies; and were those which had the highest congruence in respondents found during the research conducted for this chapter. Those characteristic adaptations and motivational factors have all been depicted within Schwartz's value model and are displayed in Figure 3.1.

¹⁷¹ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 13; David Stillman and Jonah Stillman, *Gen Z @ Work...*, 164.

¹⁷² Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To...*, 13.

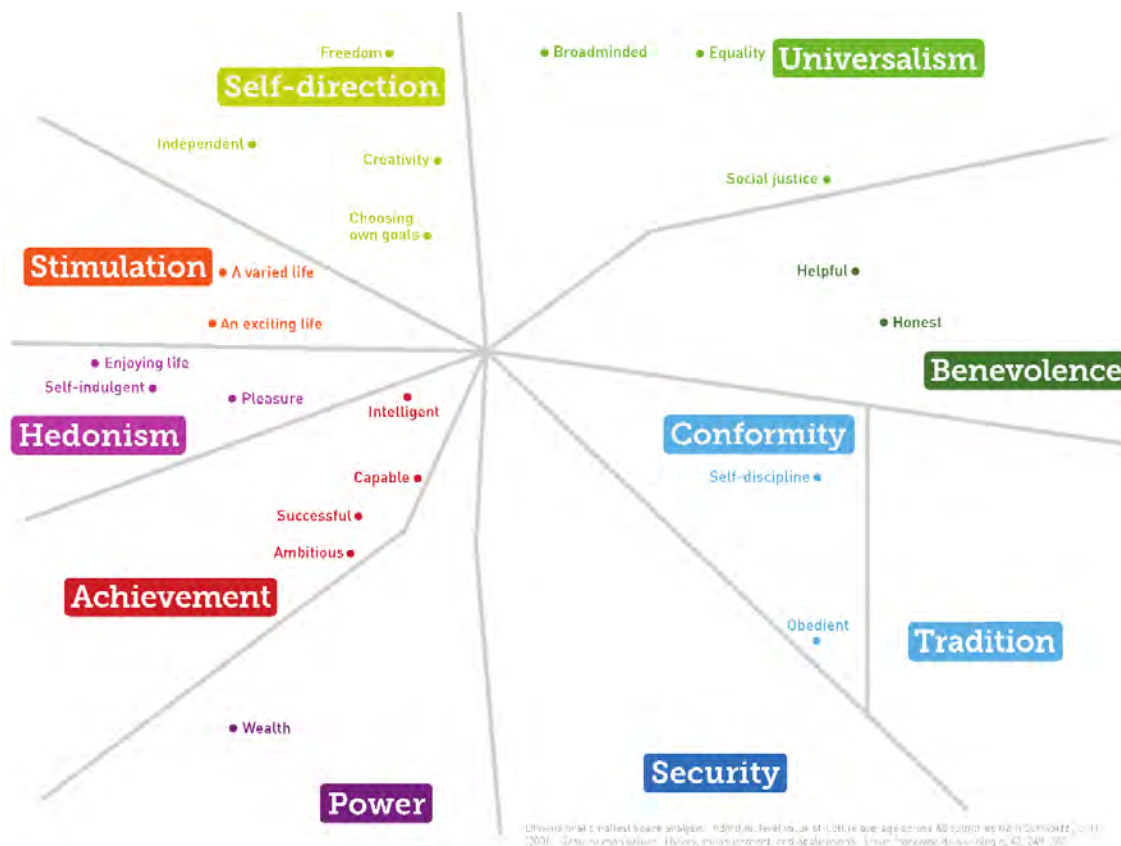


Figure 3.1 – Gen Z Motivational Types Map

The graphic above demonstrates the diversity of Gen Z's most common motivations and values. They span most of the entire spectrum of Schwartz's model but are noticeably lacking in *security* and *tradition*. This does not necessarily indicate that Gen Z has no motivations associated with those values, instead it could indicate that Gen Z holds those values in lower priority, were not as common throughout the generation, or the studies did not focus on questions relating to those values items. What the studies reveal are groupings of motivations that were more prevalent in certain values than in others, such as *self-direction*, *stimulation*, and *hedonism*. These motivations align within Schwartz's higher order of dimension of *openness to change* which relate to the

generation's independent nature and desire for novelty and stimulation. *Achievement* and *power* should also not be overlooked as they rated highly in importance throughout all the studies. Those motivations related to the generation's driven attitudes in *self-enhancement* through achieving financial success.

On the other hand, *universalism* and *benevolence* are at the opposite end of the spectrum. Here motivations align with Gen Z's attitudes towards the dimension of *self-transcendence* though *universalism's* importance of social justice and equality, and *benevolence's* importance on empathy through helpfulness and honesty. However, these motivations are also directly opposite to the strong motivations for *achievement* and *power* and may create a conflict for Gen Z. Although empathy is important, it could be difficult to manifest with competing motivations and the generation's changing social, cognitive, and communication skills that have been influenced by technology.

The mapping of the motivations demonstrates multiple competing priorities within the Schwartz model. These will all factor in how Gen Z shapes its attitudes, beliefs, and decisions as they move into the workforce of our institutions. The same Schwartz model will be applied in the following chapter, forming a basis for comparison of known RCAF values against the presented Gen Z motivational goals.

Conclusion

In *Chapter 2 - Defining Generations*, the basic elements of *who* a generation is, *how* they are defined, and *what* their most important influences are were presented. In this chapter the target demographic was defined and introduced through their most common and prevalent themes. These themes were taken from multiple sources including: research surveys, written articles, and online news sources. The information from these sources was interpreted into motivational types that were categorized as motivational goals into the Schwartz value model. In the next *Chapter 4 – RCAF Values*, the values of the RCAF will be presented and interpreted in the same manner. Those values will be exposed, defined, and categorized into motivational types that will also be applied to the Schwartz model for comparison against the Gen Z characteristics.

CHAPTER 4 - RCAF VALUES

Introduction

RCAF values are the cornerstone of the organization. They give the organization a “personality” and provide it with a framework to guide priorities for its leadership and members to follow. They make up the culture that attracts members to join, and conversely, can provide the reasons for their exodus.¹⁷³ The compatibility between fundamental characteristics of the person and organization therefore is important, as each must provide the other with their basic needs.¹⁷⁴ As such, understanding RCAF values are essential to the person-organization (P-O) fit. Dissecting the RCAF’s values into basic values will allow them to be compared against the next generation to enter the Air Force.

In this chapter RCAF values are introduced as the motivational goals and desired expected behaviours for the organization. The chapter aim is interpret these motivational types from the organization’s defined values in order to introduce them for categorization into the Schwartz model. These values are extrapolated from the various orders, directives, and policies of the RCAF. Included in the RCAF values system will be the over-arching CAF values from its applicable sources. Together, these values will form the basis of RCAF motivational types for the Schwartz model.

¹⁷³ Ivan Malbasic, Carlos Rey, and Vojko Potocan, "Balanced Organizational Values: From Theory to Practice," *Journal of Business Ethics* 130, no. 2 (August 2015): 437-446, 438.
<https://search.proquest.com/docview/1700458457?accountid=9867>.

¹⁷⁴ Department of National Defence, Descriptive Analysis of the 2016 CAF Retention Survey Data: Royal Canadian Air Force Occupations, Human Resource Systems Group Ltd (Ottawa: November 2017), 8.

Organizational Values

Organizational values are the fundamental components of organizational culture that are commonplace in our private corporations and public institutions.¹⁷⁵ They are described as the “norms that specify how organizational members should behave and how organizational resources should be allocated.”¹⁷⁶ Alternatively, organizational values may also refer to the “beliefs and ideas concerning the type of goals to be achieved by organizational members and ideas concerning the appropriate types of behaviour standards that they should adhere to for those goals to be achieved.”¹⁷⁷ These two definitions provide a basis for describing how an organization wants their employees to behave in the accomplishment of their objectives.

Organizational values can be further sub-divided into two groups of core values and espoused values. Core values are those which an organization maintains and are the “central and enduring tenets of the organization forming the ‘glue’ that holds an organization together as it grows, decentralizes, diversifies and expands.”¹⁷⁸ Core values reflect the internal behaviours of an organization’s members and are more simply the values describing “what we are” as an organization.¹⁷⁹ Conversely, espoused values are those external values that an organization claims to hold or professes to believe, and are expressed to its internal members and external stakeholders through written or oral communications.¹⁸⁰ Espoused values may not always be in alignment with the internalized core values, as they are communicated externally and epitomize “what we

¹⁷⁵ Umut Asan, Ozgur Kabak, and Ayberk Soyer, “A fuzzy approach to value and culture assessment and an application,” *International Journal of Approximate Reasoning*, vol 44, no. 2 (February 2007): 182-196, 183, <https://www.sciencedirect.com/science/article/pii/S0888613X06000880#!>

¹⁷⁶ Ivan Malbasic, Carlos Rey, and Vojko Potocan, *Balanced Organizational Values...*, 438.

¹⁷⁷ *Ibid.*

¹⁷⁸ Umut Asan, Ozgur Kabak, and Ayberk Soyer, *A fuzzy approach to value and culture...*, 183.

¹⁷⁹ *Ibid.*

¹⁸⁰ *Ibid.*

want to be” for an organization.¹⁸¹ Both core values and espoused values are essential to describing the beliefs, expected behaviours, and strategic direction to all stakeholders in the accomplishment of an organization’s goals.

Organizational values have been found to relate directly to personal values. Psychologists De Clercq, Fontaine, and Anseel tested the comprehensiveness of Schwartz’s value model as a common framework for assessing and comparing employee and organizational values.¹⁸² Their study looked at 42 different instruments, through organizational and workplace value surveys consisting of 1578 items, and tested them against Schwartz’s 10 values (power, self-direction, stimulation, etc.). Their study is important as it aimed to answer if organizational values can be integrated into Schwartz’s value model.¹⁸³ The research results relating organizational values with personal values produced the following: that most items (92.5%) could be categorized into Schwartz’s 10 motivational types, that there is strong evidence that the four higher order factors (*openness-to-change, self-enhancement, etc.*) offer a robust P-O value fit, the suggestion of incorporating two additional value types to offer a more comprehensive value fit, and that the conceptual meaning of values (with the exception of *power* and *universalism*) were univocal.¹⁸⁴

De Clercq et al. ultimately concluded that further research should be conducted on integrating organizational values into Schwartz’s model, but they also found that their research offered reasonable agreement that Schwartz’s model “encompasses the majority

¹⁸¹ Umut Asan, Ozgur Kabak, and Ayberk Soyer, *A fuzzy approach to value and culture...*, 183.

¹⁸²Stefaan De Clercq, Johnny R. J. Fontaine, and Frederik Anseel, "In Search of a Comprehensive Value Model for Assessing Supplementary Person-Organization Fit," *The Journal of Psychology* vol. 142, no. 3 (May 2008): 277-302, 284, <http://dx.doi.org/10.3200/JRPL.142.3.277-302>.

¹⁸³ *Ibid.*, 284.

¹⁸⁴ *Ibid.*, 291-295.

of existing value items” and is “a good candidate to act as a guiding framework” for assessing the P-O fit.¹⁸⁵ As such, Schwartz’s values model offers a useful framework for comparing Gen Z personal values against RCAF organizational values.

RCAF Core verses Espoused Values

The RCAF possesses both core and espoused values, which ultimately contribute to its culture and help form its identity. These combined values also serve as a means to project RCAF beliefs, expected behaviours, and outline its strategic direction. RCAF core values are the organization’s accepted and common ways of thinking, and are observed through RCAF members’ tacit decisions and actions. Therefore, RCAF’s core values can be inferred through its customs and traditions, as well as RCAF leadership actions and its members’ common behaviours. The recorded customs, traditions, and direction that reflect RCAF core values may be analyzed; however, RCAF implicitly shared beliefs can be difficult to infer. They are open to subjectivity and therefore are most effectively understood through ethnographic study vice interpreted via external analysis. On the other hand, RCAF espoused values are expressed in doctrine, orders, and verbal direction. These values are projected to its external stakeholders, and are those which the institution aspires for its members. Finally, the RCAF’s espoused values are not necessarily congruent with its core values, which can lead to conflict through competing motivations within the institution’s value system.

¹⁸⁵ Stefaan De Clercq, Johnny R. J. Fontaine, and Frederik Anseel, *In Search of a...*, 295.

RCAF Espoused Values from the CAF

RCAF espoused values come from two sources. They originate from the Commander RCAF in his communications and directives, but are also inherently subservient to overarching CAF values as defined by the Minister of National Defence and Chief of Defence Staff (CDS). CAF values were last communicated in 2012 with the release the *DND and CF Code of Values and Ethics* and are the “standard of expected behaviours for all personnel in the Department of National Defence (DND) and the Canadian Forces (CF).”¹⁸⁶ In this directive CAF values are identified as: integrity, loyalty, courage, honour, stewardship, and excellence. The explicit definition of CAF values can be found in Annex D – Values and Expected Behaviours of DND Employees and CF Members.¹⁸⁷ Each value brings its own specific expected behaviour for CAF members, and as each value is a prerequisite for employment in the RCAF, they must all be factored into the Schwartz value model for RCAF employee congruence.

The CAF perspective on integrity contains multiple motivational types. In order to better understand integrity, it may be best to divide it into external and internal components. Externally, integrity requires its members to serve public interest before self by acting in a manner that bears public scrutiny, does not inappropriately advantage themselves, and prevents conflicts of interest between private affairs and the public interest.¹⁸⁸ The motivations that associate with the external dimension of integrity therefore include: helpfulness, honesty, and responsibility. Integrity’s internalized dimension advocates that individuals maintain trust, adhere to the highest ethical

¹⁸⁶ Department of National Defence, D2-305/2012E-PDF, *DND and CF Code of Values and Ethics* (Ottawa: DND Canada, 2012), 7.

¹⁸⁷ Annex D - Values and Expected Behaviour of DND Employees and CF Members

¹⁸⁸ Department of National Defence, D2-305/2012E-PDF, *DND and CF Code of Values...*, 10.

standards, and are dedicated to fairness, justice and the pursuit of truth.¹⁸⁹ From this definition, the internal motivations of integrity must therefore include the motivations associated with morals and ethics. The three values are inter-related as ethical and moral standards involve integrity as one of their defining principles, along with justice, competence, and utility.¹⁹⁰ The four principles of ethics and morals are best described as follows:

Integrity means to be of sound moral principle, to have the characteristics of honesty, sincerity, and candor. Justice reflects impartiality, sound reason, correctness, conscientiousness, and good faith. Competence is defined as capable, reliable, and duly qualified. Utility indicates the quality of being useful and philosophically, providing the greatest good for the greatest number (or the least harm to the greatest number).¹⁹¹

When including ethics and morals with integrity, then the motivational factors that associate with the three values include: honesty, fairness and equality, capableness, and responsibility for the welfare of others. The combined components of integrity therefore relate to Schwartz's basic human values of *benevolence* (honest, responsible, helpful) *universalism* (social justice, equality), and *achievement* (capable).

The expected behaviours for the CAF value of loyalty also require multiple components to describe its motivational types. CAF loyalty refers to demonstrating respect for Canada, its democracy, and the service by: carrying out lawful decisions, safeguarding sensitive information, and ensuring all personnel are treated fairly and equally.¹⁹² The components of loyalty can be summarized as being obedient and faithful

¹⁸⁹ Department of National Defence, D2-305/2012E-PDF, *DND and CF Code of Values...*, 10.

¹⁹⁰ Mark Schwartz, "Universal Moral Values for Corporate Codes of Ethics," *Journal of Business Ethics* vol. 59 (2005): 27-44, 28, <http://dx.doi.org/10.1007/s10551-005-3403-2>.

¹⁹¹ *Ibid.*

¹⁹² Department of National Defence, D2-305/2012E-PDF, *DND and CF Code of Values...*, 10.

to the organization. The motivational types associated with loyalty relate to Schwartz's values of *universalism* (social justice, equality), *benevolence* (responsible, loyalty) and *conformity* (obedience, self-discipline).

The motivation types that are associated with the CAF value of courage are complex. CAF courage expects personnel to face physical and moral challenges with determination and strength of character through: making right choices, not allowing unethical conduct, and resolving ethical issues with the proper authorities.¹⁹³ Breaking courage into contextual definitions will aid in finding its true motivational types. One definition of courage is best described as “perseverance in the face of adversity, as the mean between fear and audacity.”¹⁹⁴ Courage can also be described as a personality trait “enabling leaders to do without fear what they believe is ‘right.’”¹⁹⁵ Furthermore, courage has been argued to be the ability to overcome the fear of social disapproval and having the “skills, abilities, and motivations to justify a moral action.”¹⁹⁶ Each of these definitions brings different motivations that can be best described through multiple attributes in possessing: creativity and the ability to go your own way; the perseverance, daring, and ambition to take on adversity; the skills to be successful in an endeavour; and the moral social justice and honesty to make the right decision. These attributes relate to multiple motivational types within Schwartz values of *self-direction* (creativity, choosing own goals), *stimulation* (daring), *achievement* (capable, ambitious), *universalism* (social justice), and *benevolence* (honest).

¹⁹³ Department of National Defence, D2-305/2012E-PDF, *DND and CF Code of Values...*, 10.

¹⁹⁴ Michael E. Palanski, Kristin L. Cullen, William A. Gentry, and Chelsea M. Nichols, "Virtuous Leadership: Exploring the Effects of Leader Courage and Behavioral Integrity on Leader Performance and Image," *Journal of Business Ethics* 132, no. 2 (December 2015): 297-310, 298, <http://dx.doi.org/10.1007/s10551-014-2317-2>.

¹⁹⁵ *Ibid.*

¹⁹⁶ *Ibid.*

The CAF values of stewardship and excellence have common motivational types that occur in both of their expected behaviours. Stewardship requires members to adhere to the responsible use of resources in: management of public assets, the effects of their actions on the environment, sharing of appropriate knowledge, motivating personnel in striving for the highest performance standards, and ensuring resources are in place for future challenges.¹⁹⁷ The CAF value of stewardship therefore has motivational types that include: responsibility, protecting the environment, intelligence, influential, and authority. The CAF value of excellence requires members to demonstrate high professional standards in: improving the organization, promoting teamwork (discussed further as an RCAF value), learning and innovation, and respecting Canada's official languages through timely and efficient services.¹⁹⁸ Excellence therefore has motivational types relating to: success, capableness, influence, creativity, and ambition. The expected behaviours within stewardship and excellence cover a broad set of motivational types. These values fit into the Schwartz model as *universalism* (protecting the environment), *benevolence* (responsible), *self-direction* (creativity), *achievement* (successful, capable, influential, ambition, intelligent), and *power* (authority).

In August of 2015, newly appointed CDS, General Jonathan Vance, addressed the issue of sexual misconduct within the CAF with the release of Operation HONOUR. The directive signals a need for a culture change within the CAF in order to eliminate harmful sexual behaviour. General Jonathon Vance is quoted: "Whether you are a leader, a subordinate or a peer, any form of harmful sexual behaviour undermines who we are, is a

¹⁹⁷ Department of National Defence, D2-305/2012E-PDF, *DND and CF Code of Values...*, 11.

¹⁹⁸ *Ibid.*

threat to morale, is a threat to operational readiness and is a threat to this institution. It stops now.”¹⁹⁹ The CDS’ Op HONOUR is a direct order to all members of the CAF.

In the directive harmful and inappropriate sexual behaviour is identified as being inconsistent with the values of the profession of arms.²⁰⁰ As such, the values within the directive and those listed within *The Summary of Duty with Honour: The Profession of Arms* must be included as RCAF values. Most of those values have already been addressed through *DND and CF Code of Ethics and Values*, however the inclusion of the profession of arms requires addressing the espoused value of *duty*. Duty obliges members to “adhere to the laws of armed conflict and display dedication, initiative and discipline in performing their tasks.”²⁰¹ Of all the CAF values presented thus far, duty has the most similarly aligned motivational types. These two motivations relate to obedience and self-discipline, which both associate with the Schwartz value of *conformity*.

RCAF Espoused Values from the RCAF

Although the RCAF must adhere to the values directed by the CAF, there are also specific RCAF values that exist in the service. The Commander RCAF has communicated espoused values through his circulated placemat *Navaid*s which details his priorities and cites the RCAF values he wants to express. These values are representative of the RCAF fundamental elements and strategic guidance as outlined in its capstone document, *Air Force Vectors*. The publication transcends RCAF Commanders and provides each “with an extremely agile tool that prioritizes effort under the dynamic

¹⁹⁹ CBC News, “Gen. Jonathan Vance says sexual harassment 'stops now',” last accessed 24 April 2019, <https://www.cbc.ca/news/politics/gen-jonathan-vance-says-sexual-harassment-stops-now-1.3165065>.

²⁰⁰ Department of National Defence, Chief of Defence Staff, CDS OP ORDER – OP HONOUR, 14 August 2015, 4.

²⁰¹ Department of National Defence, 0-662-67562-2, *Summary of Duty with Honour: The Profession of Arms in Canada* (Ottawa: DND Canada, 2012), 16.

strategic environment.²⁰² The current RCAF Commander's three identified values that accommodate the strategic direction in *Air Force Vectors* are: professionalism, excellence, and teamwork.²⁰³ As the value of excellence has already been addressed as Schwartz's *universalism, benevolence, self-direction, achievement, and power*, the remaining two RCAF values will be incorporated into the value model.

The RCAF value of teamwork spans a broad set of motivations. Effective teamwork requires the personal values of individuals to integrate and work together in order to have successful team outcomes.²⁰⁴ As such, the teamwork value has multiple aligned motivational types that have been refined to yield four common principles. These principles are further described as specific *work* values in achievement, fairness, helping and concern for others, and honesty.²⁰⁵ Although similar, these principles are not taken directly from the Schwartz model. Rather, each provides its own component to teamwork that contributes to multiple motivations. Their relationships are as follows: achievement relates to the inter-dependency of members and a willingness to work in a manner that is beneficial to all in the completion of goals; fairness requires impartiality and equality within the group; helping and concern for others improves team cohesion and performance; and honesty builds the trust relationships between team members.²⁰⁶ The teamwork principles therefore have motivational types that equate to Schwartz values in *achievement* (success, capable), *benevolence* (responsible, loyalty, helpful, honesty), *universalism* (equality), and *security* (sense of belonging).

²⁰² Canada, Department of National Defence, A-GA-007-000/AF-008, *Air Force Vectors*, Ottawa: DND Canada, 2014, <http://publications.gc.ca/site/eng/9.697371/publication.html>.

²⁰³ Commander RCAF, placemat *Navoids* (2018).

²⁰⁴ David J. Glew, "Personal Values and Performance in Teams: An Individual and Team-Level Analysis," *Small Group Research* 40, no. 6 (December 2009): 670–693, 671, <https://doi.org/10.1177/1046496409346577>.

²⁰⁵ David J. Glew, *Personal Values and Performance in Teams...*, 674.

²⁰⁶ *Ibid.*

The RCAF value of professionalism is argued as its most important expected behaviour for the organization. This is due in large part to the multiple components that exist within professionalism that apply to all aspects of the service. First, professionalism is an occupational value system that combines the analysis of risk, expert judgment, expertise, and legitimacy through exercising the governance of professional practices.²⁰⁷ This aspect of professionalism encompasses members' decision-making abilities and the application of expert knowledge. A second aspect of professionalism exists in occupational groups where "exclusive ownership to an area of expertise and knowledge" exists within occupational trades.²⁰⁸ Here the dimension of the professionalism is applicable to technical trades and other RCAF vocations such as pilots and Aerospace Control Officers (AECs), and incorporates professional practitioners as those that "are licensed as a mechanism of market closure and the occupational control of the work."²⁰⁹ In other words, RCAF professionals must be educated and trained to a certified standard or license that regulates their special status.

A third aspect of professionalism is present within the RCAF organizational construct. Organizational professionalism incorporates forms of authority and hierarchical structures of responsibility and decision-making.²¹⁰ It sets standards on work procedures and practices through external regulation and accountability measures.²¹¹ This is where the RCAF administers authorities through its orders in awarding and maintaining flying qualification standards, adhering to civilian flying certifications and

²⁰⁷ Julie Evetts, "Professionalism: Value and Ideology," *Current Sociology* 61, no. 5–6 (September 2013): 778–96, 782, <https://doi.org/10.1177/0011392113479316>.

²⁰⁸ *Ibid.*, 788.

²⁰⁹ *Ibid.*, 781.

²¹⁰ *Ibid.*, 787.

²¹¹ *Ibid.*

directives, Standard Operating Procedures, and the adherence to *ISO 9001 Quality Certifications*. A final aspect of professionalism is the operationalization of self-control and self-motivation as RCAF professionals are “expected and expect themselves to be committed, even to be morally involved in the work.”²¹² In this regard, RCAF professionalism is in line with the *The DND and CF Code of Values and Ethics* in how it expects members to apply their skills, maintain expertise, and in the conduct and self-regulation of its personnel within their occupations.²¹³ The different dimensions of professionalism associate with a broad range of motivational types. It is suggested that professionalism covers multiple Schwartz values including: *achievement* (capable, success, intelligent), *conformity* (self-discipline, obedient), *power* (authority), and *benevolence* (responsible).

RCAF Core Values

RCAF core values are the organization’s observed behaviours displayed in its culture and the customs and traditions that it practices. These core values are captured in the institution’s written orders and doctrine, its programs, and senior leadership direction. Many of the RCAF’s core values relate to the organization’s recognition of its history and heritage. These are demonstrated through its uniforms and ceremonies, social activities, mess cultures and camaraderie.²¹⁴ Other examples include RCAF pride through its various squadron badges and colours, and the acknowledgement of excellence in the

²¹² Julie Evetts, *Professionalism: Value and Ideology...*, 787.

²¹³ Department of National Defence, D2-305/2012E-PDF, *DND and CF Code of Values...*, 11.

²¹⁴ Royal Canadian Air Force, *RCAF receives new rank insignia Royal Canadian Air Force*, last accessed 30 April 2019, <http://www.rcaf-arc.forces.gc.ca/en/article-template-standard.page?doc=rcaf-receives-new-rank-insignia/i0dslgrl>.

recognition of individual and squadron flying awards.²¹⁵ Finally, the RCAF adheres to core values in conformity, tradition, and achievement through acknowledgement of success through promotions and command appointments.²¹⁶ These core values are identified through the various mediums and actions that the RCAF controls. However, there are other core values that are not written and become tacit knowledge within RCAF culture. Some examples include its holiday traditions in the officer and non-commissioned member “at home” socials, “sticky floor parties,” and New Year’s Levees.²¹⁷ These events are RCAF traditions that have been passed from one generation to the next and help build its sense of belonging to the organization.

In summary, the core RCAF values are those observed behaviours which the organization practices. They associate to the organization’s culture and are evidenced through its recognition of achievement, acknowledgement of history and traditions, and the development of a sense of belonging for its members.²¹⁸ These motivations all associate with Schwartz’s values of *power* (social recognition), *tradition* (respect for tradition), *conformity* (honouring of elders), and *security* (sense of belonging).

Summary and Analysis

The previously described values are vital to the success of the RCAF. They are the informal and formal guiding principles that contribute to the expected behaviours of personnel within the organization. As such, RCAF core values are described as the

²¹⁵ Royal Canadian Air Force, *Royal Canadian Air Force Association presents annual awards*, last accessed 30 April 2019, <http://www.rcaf-arc.forces.gc.ca/en/article-template-standard.page?doc=royal-canadian-air-force-association-presents-annual-awards/i55arjkt>.

²¹⁶ Canada, Royal Canadian Air Force, CANFORGEN 210/18 C AIR FORCE 35/18 101847Z DEC 18, *COMMANDING OFFICER AND SENIOR RCAF APPOINTMENTS APS 19*, 10 December 2018.

²¹⁷ Joanna Calder, “Holiday traditions in the Royal Canadian Air Force,” Royal Canadian Air Force, last accessed 24 April 2019, <http://www.rcaf-arc.forces.gc.ca/en/article-template-standard.page?doc=holiday-traditions-in-the-royal-canadian-air-force/iietdmlr>.

²¹⁸ Canada, Royal Canadian Air Force, CANAIRGEN 2019 10/19 C AIR FORCE 281306Z MAR 19, *RCAF CELEBRATES 95 YEARS OF SERVICE*, 28 March 2019.

internal components of this framework, where RCAF espoused values are the advertised beliefs of the organization. Together they provide a framework for its members to adhere and refer to when making decisions in the fulfillment of organizational goals. It is for this reason that RCAF values must be properly defined and understood by its members. Furthermore, expressing the values externally help give legitimacy to their content through approvals from the public that the organization serves. In doing so, RCAF values inherently become the means for what attract people to become members, persuade them to stay, or force them to leave. These values have been transformed into Schwartz motivational types as represented in the model at Figure 4.1.

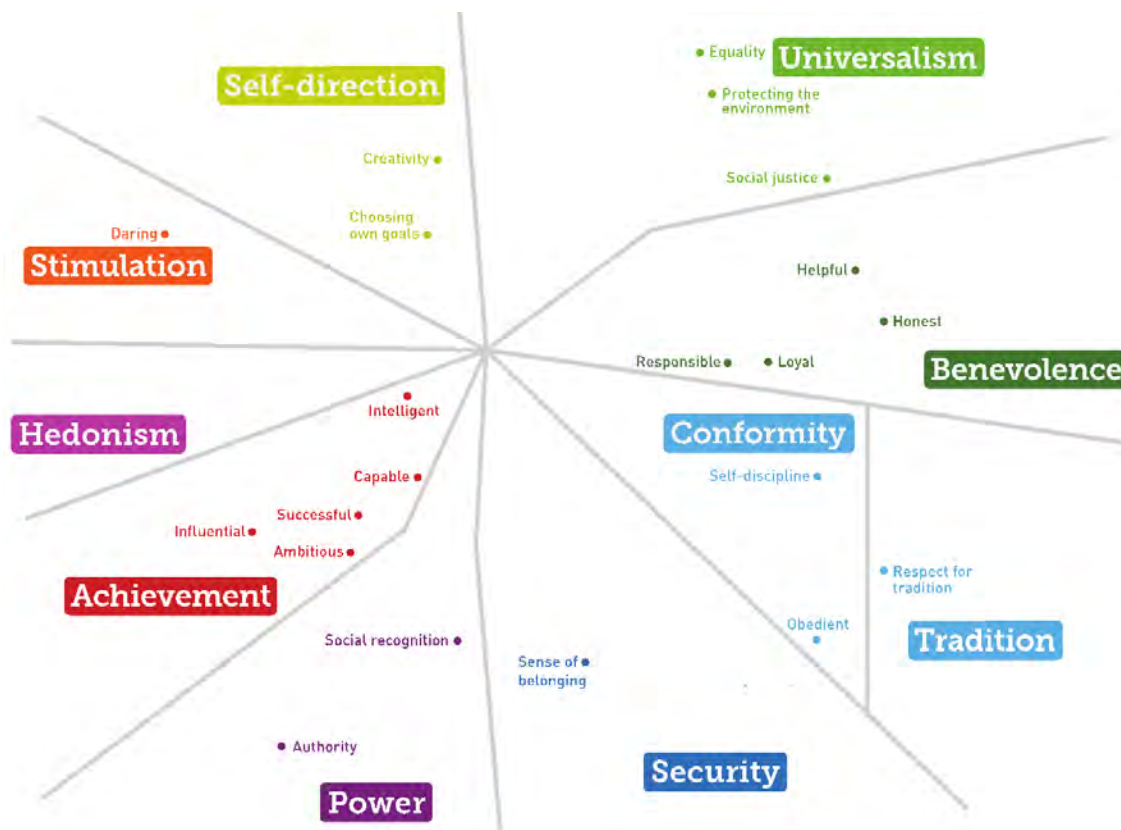


Figure 4.1 – RCAF Motivational Types Map

Organizing the espoused RCAF values against the Schwartz model gives an interesting map of motivational types. Figure 4.1 above displays the dispersed motivations of the RCAF values along many of the universal values in the Schwartz model. The motivational types and their descriptors were taken directly from Schwartz's basic human value theorem and applied to the espoused RCAF values. Those values were defined and broken apart in order to use the descriptors to categories them into multiple motivations and varying basic values. The values that relate to the RCAF include: *universalism, benevolence, conformity, tradition, power, achievement, stimulation, and self-direction*. The relationships in the model between motivations uncover aligned and competing priorities within the RCAF value system.

Conclusion

The previous *Chapter 3 – Gen Z Values* presented the next generation to enter the labour force through common themes and motivational goals. This chapter introduced organizational motivations in the form of espoused and core values, and explained their significance to organizational culture. RCAF values were presented as both espoused and core values with their motivational types interpreted from various orders, directives, and publications. These motivations were categorized within the Schwartz value system and assigned values for comparison against Gen Z motivations. The next chapter will analyze the results of the RCAF and Gen Z value models and find areas where motivations are aligned and where they are incongruent, revealing areas of opportunity and potential friction points to recruiting and retention.

CHAPTER 5 – ANALYSIS AND CONCLUSION

Introduction

The previous chapters introduced four distinct subjects. These included: a values model from Schwartz's basic human values theory, a definition of generations and how they are influenced, Gen Z statistics, themes, and observations; and finally RCAF values were presented through various directives, orders, and policies. These chapters have revealed motivational types for Gen Z and the RCAF within the Schwartz model. This chapter will analyze the aligned and incongruent motivational types within the opposing dimensions of the Schwartz model. This will expose areas of agreement and areas of friction between Gen Z and the RCAF. It will reveal areas of opportunity for the RCAF to strengthen its appeal to Gen Z, and areas where the RCAF could refocus efforts in order to make their values more appealing to the next generation. This analysis will ultimately determine whether Gen Z and the RCAF are well-matched for employment and how the RCAF can adapt to accommodate the next generation.

Research Limitations

The research in this paper was constrained to the available studies and written works for both Gen Z and the RCAF. The Gen Z studies varied in focus and originated from diverse sources; however, common themes persisted throughout the statistical data and written observations. Information may be limited or skewed due to the aims of the surveys, self-report bias, and research bias.

The content of the RCAF values was also limited. This paper focused more on the organization's espoused values vice its core values, as the espoused values are what the organization says they hold, and are the "articulated publicly announced principles and

values that the organization claims to be trying to achieve.”²¹⁹ Therefore, the espoused values are those that Gen Z is the most exposed to, and are the values that the RCAF wants to exhibit to them for recruiting purposes. RCAF specific espoused values were challenging to determine. Outside of the RCAF Commander’s *Navaid’s* placemat, there was no common handbook or directive that outlined the organization’s specific value system. As such, RCAF espoused values were also inferred from over-arching CAF values, CAF directives, and RCAF CANAIRGENs. This limited the discussion on RCAF values as their lack in detail required them to be interpreted, vice easily inputted, as motivational types into the Schwartz value model.

²¹⁹ Ivan Malbasic, Carlos Rey, and Vojko Potocan, *Balanced Organizational Values...*, 44.

Personal verses Organizational Values

The Schwartz value model was chosen as a means to analyze personal and organizational motivational types because it allowed for comparison between the two value systems. The most correlations between the two value systems occurred in the four Schwartz higher-order dimensions vice specific values. As such, the four Schwartz high-order dimensions at Figure 5.1 will be used to group and compare the Gen Z motivations in Figure 5.2 against those of the RCAF at Figure 5.3.



Figure 5.1 - The Four Dimensions of the Schwartz value model

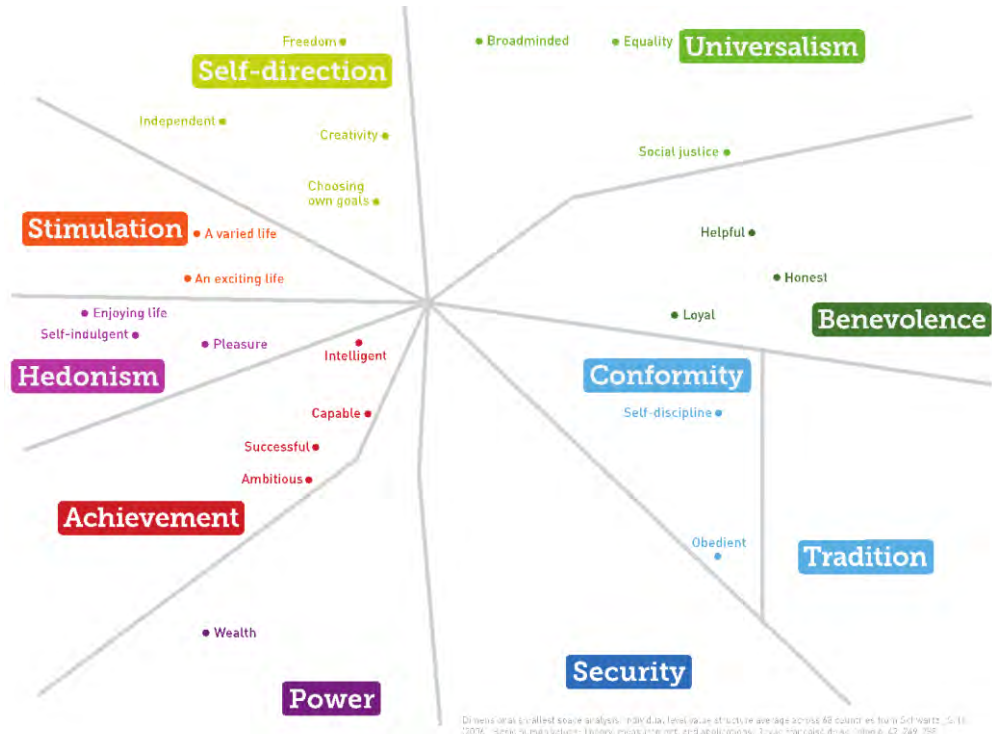


Figure 5.2 - Gen Z Motivational Types Map

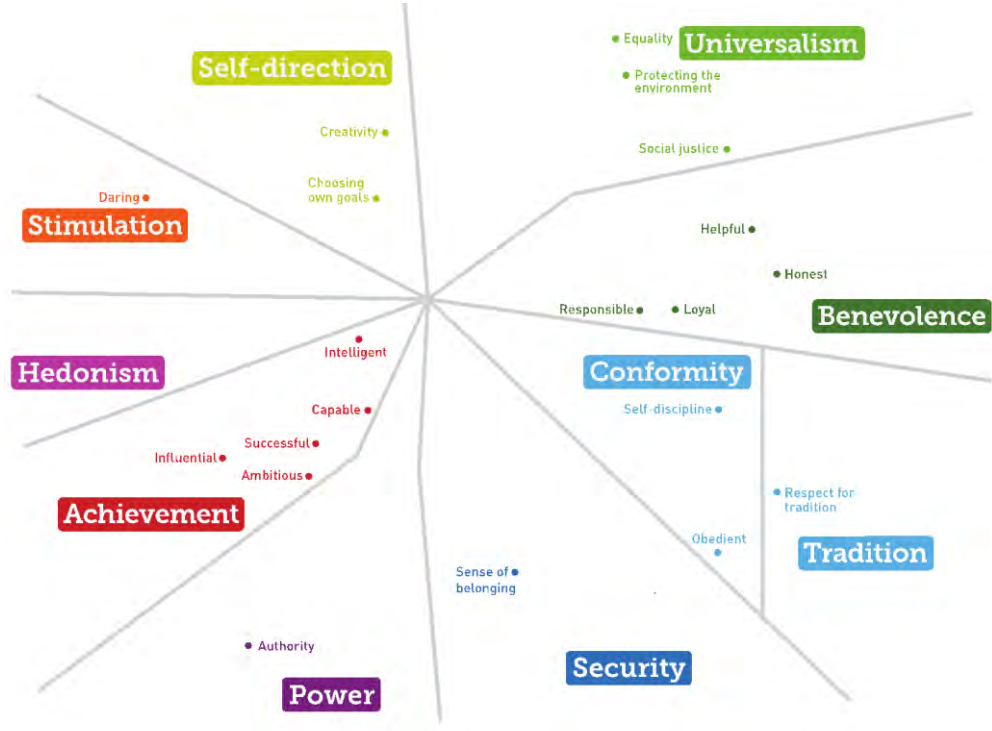


Figure 5.3 – RCAF Motivational Types Map

Analysis of Opposing Quadrants

The opposing quadrants within the Schwartz model are designed to accommodate motivational types with competing priorities. Analyzing where the RCAF and Gen Z motivational types are incongruent within the quadrants of *openness to change* versus *conservation*, and *self-enhancement* versus *self-transcendence*, is necessary in order to reveal contradicting motivations for their respective values. These Schwartz motivations are presented in Tables 5.1 and 5.2, and are the interpreted priorities of Gen Z and the RCAF based on the analysis conducted in Chapters 3 and 4. The motivational types from Schwartz's study have been ordered from top to bottom based on their relative priority of importance within their respective values. If motivational types that are present for both groups are discounted from each quadrant, the remaining motivations represented in the table become competing motivations. Furthermore, motivations of higher priority than those of lower status, within each competing value, may trump those motivations on the opposing side of the quadrant.

Openness to Change and Conservation

Table 5.1 demonstrates that the two groups share both common and competing motivations of varying priorities. The competing motivations of the two groups are best analyzed when aligned with their respective values. Freedom and independence relate to Gen Z's value of *self-direction*, where sense of belonging relates to the RCAF value of *teamwork* through *security*. As *security* and *self-direction* are directly opposed to each other in the Schwartz model they will conflict. Therefore, Gen Z's independent nature conflicts to working in a team environment. This represents a challenge for the RCAF as

the espoused value of *teamwork* may not be an attractive motivation for Gen Z to join its workforce.

Another significant observation is the overwhelming number of motivations within *openness to change* that favour Gen Z. This is supported by Robinson's research that expected *openness to change* to be the most strongly emphasized in young adults, generally shifting towards *conservation* values as people age.²²⁰ Similarly, the results support Boehnke's observation that generational value changes shift from *conservation* to *openness to change*. These two factors are relevant when considering the importance the RCAF puts in its customs and traditions, which were founded on an older generation's *conservation* values laden with motivations in *tradition, conformity, and security*. The lack of espoused RCAF motivations within *openness to change* is a void that the organization needs address.

²²⁰ Oliver C. Robinson, *Values and Adult Age: Findings from...*, 14.

| Openness to Change | Conservation |
|--|--|
| | *Sense of Belonging* |
| -Freedom- -Independent- *Creativity* -Creativity- *Choosing Own Goals* -Choosing Own Goals- | |
| | *Obedient* -Obedient- *Self-Discipline* -Self-Discipline- |
| -Self-Indulgent- *Daring* -A Varied Life- -An Exciting Life- -Pleasure- | |
| Self-Direction Values Stimulation Values Hedonism Value | Security Values Conformity Values Tradition Values |

-Gen Z Motivational Types-
RCAF Motivational Types

Table 5.1 – Openness to Change verses Conservation Motivational Types

Self-Transcendence and Self-Enhancement

Both the RCAF and Gen Z have many common values within the *self-transcendence* and *self-enhancement* dimensions that help to offset motivational incongruences as displayed at Table 5.2. However, there are still significant motivational types for both groups that remain in conflict. Competing priorities exist in both the opposing quadrants, but also in the aligned values within the same quadrant.

| Self-Transcendence | Self-Enhancement |
|--|---|
| <p><i>*Equality*</i> <i>-Equality-</i> <i>-Broadminded-</i> <i>*Protecting the Environment*</i> <i>*Social Justice*</i> <i>-Social Justice-</i></p> | <p><i>-Wealth-</i> <i>*Authority*</i></p> |
| <p><i>*Honest*</i> <i>-Honest-</i> <i>*Helpful*</i> <i>-Helpful-</i></p> | |
| | <p><i>*Influential*</i></p> |
| <p><i>*Loyal*</i> <i>-Loyal-</i></p> | |
| | <p><i>*Ambitious*</i> <i>-Ambitious-</i></p> |
| <p><i>*Responsible*</i></p> | |
| | <p><i>*Successful*</i> <i>-Successful-</i> <i>*Capable*</i> <i>-Capable-</i> <i>*Intelligent*</i> <i>-Intelligent-</i></p> |
| <p>Universalism Value</p> | <p>Power Value</p> |
| <p>Benevolence Value</p> | <p>Achievement Value</p> |

-Gen Z Motivational Types-
RCAF Motivational Types

Table 5.2 – Self-Transcendence verses Self-Enhancement Motivational Types

Within the value of *power*, Gen Z prioritizes very strongly the motivation of *wealth* through their pursuit of financial success, whereas the RCAF associated *power* with *authority*. Although the two motivations are aligned within the same value, they are not the same motivational type. *Wealth* has higher priority and is associated with acquiring material assets, where *authority* relates to the right to lead or command. As such, Gen Z will prioritize the financial incentives of *power* over its leadership motivations. This becomes relevant when discussing the motivations behind pay and rank, and how Gen Z may value pay increases instead of promotions. The organization may benefit in changing its espoused values within *openness to change* to align more with wealth than authority.

There are an overwhelming number of motivations for both groups within the value of *universalism* and *benevolence* that oppose *power*. Although, those motivations are held in lower esteem than *power*, the motivations associated with the two values still create conflict. Gen Z priorities presented in the study conducted by *Robert Half* suggest career growth and pay were #1 and #2 on the Gen Z list of priorities, but their #3 was “making a positive impact on society” which associates with *universalism* motivations.²²¹ This demonstrates how Gen Z can have similarly prioritized competing motivations in opposing quadrants. The RCAF will need to address both these competing motivations through its espoused values in order to better attract Gen Z.

The RCAF has very clear environmental priorities residing in *self-transcendence*. These are represented in the organization’s espoused value of *stewardship*. In contrast, Gen Z does not have any motivations that are directly aligned or opposed to the RCAF

²²¹ Robert Half, *Get Ready for Generation Z* (08 January 2019), 16, last accessed 30 April 2019, https://www.roberthalf.ca/sites/roberthalf.ca/files/documents/rh_0715_wp_genz_nam_eng_sec_0_0.pdf.

value of *stewardship*. This can mean two things: that the more obvious *power* and *achievement* motivations of Gen Z overwhelm those of the RCAF in *self-enhancement*, or Gen Z does not oppose those motivations and is open to accept them as their own values. Both may be considered correct as outlined in the IFAC study that listed Canadian Gen Z priorities in which “protecting the environment” held sixth on their list, well below others such as economic factors, job stability, and education.²²² Although lower on the list, the environment is still a priority for Gen Z, and one that can easily move up in their priorities once the *power* motivations are satisfied through competitive salaries and financial security.

Recommendation #1

The espoused values of the RCAF were not easily apparent. Its espoused values were not easily found, defined or given context, leaving them open for interpretation. Espoused values should be a direct expression of the organization’s beliefs, priorities, and guidance to its external and internal stakeholders. They are what attracts personnel to the organization and therefore must be easily identifiable and understood. It is recommended that the RCAF re-evaluate its espoused values with the intent of becoming more explicit in their content and direction. Furthermore, it is recommended that the RCAF make its espoused values easily accessible and known to all stakeholders.

Recommendation #2

The RCAF possesses many core values that are desirable to Gen Z but may not be known to the generation. There is an opportunity to align existing RCAF core values with its espoused values as means to better communicate its intended behaviours and strategic direction to the general public. Why this would be beneficial can be illustrated through

²²² International Federation of Accountants, *Make Way for Gen Z...*, 9-10.

examples of where existing RCAF core values are attractive to Gen Z and can help reinforce its espoused values. This becomes especially important in Schwartz dimensions where the RCAF is not well-represented and where Gen Z has some of its more significant motivations.

The *openness to change* dimension is where RCAF core values and Gen Z have some aligned priorities. Gen Z is independent, driven, creative, and is conditioned to making their own choices. The RCAF is in search of these types of individuals as described by former RCAF Command Lieutenant-General Mike Hood, “We must innovate and nurture an innovative mind set within the Royal Canadian Air Force and amongst those who enable us in our missions.”²²³ The former commander’s comments are echoed by Lieutenant-Colonel Ray Townsend, Commanding Officer 404 Long Range Patrol and Training Squadron:

“It is extremely important for professional aviators and other members of the RCAF to embrace opportunities to ‘think’ in ways that challenge the status quo and have those candid, but respectful discussions on how to improve how the RCAF operates.”²²⁴

The RCAF responded by implementing various programs within the last three years to foster creativity and innovation. One example is in the establishment of “The Flight Deck” at Communitech in 2017, a quarterly industry-led innovative training seminar aimed to “identify and develop solutions to challenges that exist at any level of the

²²³ Royal Canadian Air Force, *Commander RCAF: “Preparing the Air Force of 2030”*, last accessed 29 April 2019. <http://www.rcaf-arc.forces.gc.ca/en/article-template-standard.page?doc=commander-rcaf-preparing-the-air-force-of-2030/j2yxirly>.

²²⁴ Royal Canadian Air Force, *RCAF’s “Innovation Basecamp” opens minds*, last accessed 29 April 2019, <http://www.rcaf-arc.forces.gc.ca/en/article-template-standard.page?doc=rcaf-s-innovation-basecamp-opens-minds/j92z5s05>.

RCAF.”²²⁵ Another example is former RCAF Commander Lieutenant-General Mike Hood’s Dragons’ Den program where he explains:

We have a monthly ‘Vector Check’ – I call it the Dragons’ Den –where anyone in the Air Force can have 10 minutes. We do it by VTC with myself, all the generals here in Ottawa and the commanders of the Air Divisions in Winnipeg. We sit down and we listen to a pitch. And maybe we’ll buy your ‘company’ or a portion of it. Or maybe we’ll invest and, infuse your ideas into our program. We’re starting to see success.²²⁶

These initiatives show that the RCAF welcomes creativity and innovation, and directly align with the motivations of Gen Z. The innovation and creativity in programs like those listed need to be common place in the institution, more accessible, and more well-known. The RCAF needs to better espouse the values that inspired these programs within the organization and externally to the public.

Gen Z has numerous motivational types in *openness to change* that are linked to technology. This is an area the RCAF can either capitalize or fail in its appeal to Gen Z. Technology allows Gen Z to satisfy pleasure and self-gratification motivations through access to their social networks, and is a means to attract them for employment through the organization’s use of cutting edge technology and equipment. In both case the RCAF is sending the wrong message to its target audience. Current observations within the organization dissuade the use of PEDs in workspaces. This is either through policies prohibiting their use within the work environment, or in the lack of access to Wi-Fi networks within work areas. These factors will directly compete against strong Gen Z motivations in *hedonism* and *stimulation*.

²²⁵ Royal Canadian Air Force, *RCAF’s “Innovation Basecamp” opens minds...*

²²⁶ Royal Canadian Air Force, *Commander RCAF: “Preparing the Air Force of 2030...*

The RCAF employs equipment that is both new and old. Many aircraft in the service have recently been replaced, modernized, are being currently replaced, or are identified through SSE as priority items for procurement.²²⁷ However, the rate of procurement is slow, as evidenced by the Sea King and Fixed-Wing Search and Rescue replacement programs. Gen Z is inspired to work with cutting-edge technology. The RCAF either possesses, or will soon possess, these assets and should consider innovative ways to advertise its technology as a means to capture Gen Z motivations linked to *stimulation*.

The RCAF needs to address the *openness to change* value dimension. As such, it is recommended that the RCAF adapt its core and espoused values to consider the following: making its innovation and creativity programs more accessible and well-known, update PED use policies and network challenges, and communicate RCAF technological appeal to Gen Z in an innovative manner.

Recommendation #3

The *power* value within *self-enhancement* had aligned motivation between Gen Z and the RCAF. However, Gen Z displays motivations that are towards wealth and not authority, making their goals to be pay increases and not necessarily promotions. Linked to employment are also Gen Z's motivations to have a stable career path and a belief that "one does not have to change organizations in order to advance and be successful."²²⁸ There currently exists a juxtaposed position where the service rewards pay increases through promotion vice pay increases through expertise. However, the CAF's new, but

²²⁷ Airbus, "The first Canadian C295 rolls out," *C295 for Canada Benefitting the "Great White North" from coast to coast*, last accessed 30 April 2019, <https://www.airbus.com/defence/c295/C295FWSAR.html>; Minister of National Defence, *Strong, Secure, Engaged - Canada's Defence Policy*..., 38-39.

²²⁸ Giselle Kovary and Robert Pearson, *Gen Z: A Generation To Look Up To*..., 13.

not yet fully-developed program, *The Journey*, may address these motivations. One of the principles of *The Journey* is to “modernize the employment model and seek to incentivize service in innovative ways as we provide a more flexible and adaptive career path.”²²⁹

Gen Z would see this program as a means to increase its expertise and maintain competitive salaries within the organization without seeking promotion. *The Journey* is an opportunity for the RCAF to adapt its employment model and accommodate Gen Z motivations associated with career employment. It is recommended that the RCAF pursue employment model changes that address Gen Z motivations of *self-enhancement* through lateral specialization and pay incentives as an alternative to promotion.

Conclusion and Final Recommendations

This paper introduced Gen Z themes and RCAF values through statistics, studies, and literature. This information interpreted Gen Z motivational types to compare against the RCAF espoused values and produced numerous areas of alignment and incongruence within the four dimensions of the Schwartz value model. However, a more comprehensive study focused specifically on Gen Z and the P-O fit to the RCAF would be beneficial to the organization. The 2016 CAF retention survey made reference to the P-O fit of pilots, AECs, and aircraft technicians. Specifically, the survey had one aim of determining the congruence between “personal values, skills, and abilities and the CAF’s culture and values.”²³⁰ The report noted that there was a fairly good fit between values for technicians, and a fairly high-level of fit for pilots and AECs. However, those results spanned the entire age-group of the trades, and it should also be noted that with both

²²⁹ Department of Defence. Chief Military Personnel pamphlet *The Journey* from CMP COS Strat intranet site, last accessed 15 February 2019, <http://cmp-cpm.mil.ca/en/support/thejourney.page>.

²³⁰ Department of National Defence. *Descriptive Analysis of the 2016 CAF Retention Survey Data*: Royal Canadian Air Force Occupations, Human Resource Systems Group Ltd, (Ottawa: November 2017), iiv.

pilots and AECs, the P-O fit was significantly higher for senior officers than that of junior officers and specifically referenced their desire for flexible work-arrangements.²³¹ This highlights junior officers' motivations in *openness to change*, a dimension highly regarded by Gen Z. It is recommended that the RCAF commission an in-depth study of the P-O fit between the RCAF and Gen Z in order to better understand what motivations are incongruent with the organization. This will enable the RCAF to better prepare itself for the retention of the next generation.

The aim of this paper was to determine if the RCAF was ready to effectively recruit and employ Gen Z. The Schwartz model demonstrates that there are numerous congruent values between Gen Z and the RCAF. However, mostly espoused values were used in the analysis as those are the official RCAF values that should be well communicated externally. When considering RCAF core values, there is even more alignment between Gen Z motivations and the RCAF. Therefore, between its espoused and core values, there are no significant areas of incongruence in the values of the RCAF and Gen Z. This suggests that the RCAF can successfully recruit and employ Gen Z, and will do so more effectively if the organization adapts the following recommendations summarized as:

1. the RCAF make its espoused values easily accessible and known to all stakeholders;
2. the RCAF adapt its core values as espoused values to consider the following:
making its innovation and creativity programs more accessible and well-known, update PED use policies and network challenges, and communicate RCAF technological appeal to Gen Z in an innovative manner;

²³¹ *Ibid.*, vi, 132, 104.

3. the RCAF pursue employment model changes that address Gen Z motivations of *self-enhancement* through lateral specialization and pay incentives as an alternative to promotion; and,
4. commission a comprehensive study to examine the P-O fit between the RCAF and Gen Z to better understand their values for retention purposes.

Gen Z is the future of the RCAF. The organization needs to ensure that it is attractive to the next generation as a viable employer. Adopting the recommendations provided in this paper will help ensure that success.

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Annex A – Core Human Value Definitions

This annex contains the definitions of the core human values as described by Schwartz.

The definitions are from the article “Basic human values: Theory, measurement, and applications,” published in October of 2006 in the *Revue Francaise de Sociologie*.

Self-Direction. Defining goal: independent thought and action--choosing, creating, exploring. Self-direction derives from organismic needs for control and mastery (e.g., Bandura, 1977; Deci, 1975) and interactional requirements of autonomy and independence (e.g., Kluckhohn, 1951; Kohn & Schooler, 1983; Morris, 1956). (creativity, freedom, choosing own goals, curious, independent)[self-respect, intelligent, privacy]

Stimulation. Defining goal: excitement, novelty, and challenge in life. Stimulation values derive from the organismic need for variety and stimulation in order to maintain an optimal, positive, rather than threatening, level of activation (e.g., Berlyne, 1960). This need probably relates to the needs underlying self-direction values (cf. Deci, 1975). (a varied life, an exciting life, daring)

Hedonism. Defining goal: pleasure or sensuous gratification for oneself. Hedonism values derive from organismic needs and the pleasure associated with satisfying them. Theorists from many disciplines (e.g., Freud, 1933; Morris, 1956; Williams, 1968) mention hedonism. (pleasure, enjoying life, self-indulgent)

Achievement. Defining goal: personal success through demonstrating competence according to social standards. Competent performance that generates resources is necessary for individuals to survive and for groups and institutions to reach their objectives. Achievement values appear in many sources. As defined here, achievement values emphasize demonstrating competence in terms of prevailing cultural standards, thereby obtaining social approval. (ambitious, successful, capable, influential) [intelligent, self-respect, social recognition]

Power. Defining goal: social status and prestige, control or dominance over people and resources. The functioning of social institutions apparently requires some degree of status differentiation. A dominance/submission dimension emerges in most empirical analyses of interpersonal relations both within and across cultures. To justify this fact of social life and to motivate group members to accept it, groups must treat power as a value.

Power values may also be transformations of individual needs for dominance and control. Value analysts have mentioned power values as well (authority, wealth, social power)[preserving my public image, social recognition].

Both power and achievement values focus on social esteem. However, achievement values (e.g., ambitious) emphasize the active demonstration of successful performance in concrete interaction, whereas power values (e.g., authority, wealth) emphasize the attainment or preservation of a dominant position within the more general social system.

Security. Defining goal: safety, harmony, and stability of society, of relationships, and of self. Security values derive from basic individual and group. There are two subtypes of security values. Some serve primarily individual interests (e.g., clean), others wider group interests (e.g., national security). Even the latter, however, express, to a significant degree, the goal of security for self (or those with whom one identifies). The two subtypes can therefore be unified into a more encompassing value. (social order, family security, national security, clean, reciprocation of favors)[healthy, moderate, sense of belonging]

Conformity. Defining goal: restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms. Conformity values derive from the requirement that individuals inhibit inclinations that might disrupt and undermine smooth interaction and group functioning. Virtually all value analyses mention conformity. As I define them, conformity values emphasize self-restraint in everyday interaction, usually with close others. (obedient, self-discipline, politeness, honoring parents and elders)[loyal, responsible]

Tradition. Defining goal: respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides. Groups everywhere develop practices, symbols, ideas, and beliefs that represent their shared experience and fate. These become sanctioned as valued group customs and traditions. They symbolize the group's solidarity, express its unique worth, and contribute to its survival. They often take the form of religious rites, beliefs, and norms of behavior. (respect for tradition, humble, devout, accepting my portion in life)[moderate, spiritual life]
Tradition and conformity values are especially close motivationally; they share the goal of subordinating the self in favor of socially imposed expectations. They differ primarily in the objects to which one subordinates the self. Conformity entails subordination to persons with whom one is in frequent

interaction—parents, teachers, bosses. Tradition entails subordination to more abstract objects—religious and cultural customs and ideas. As a corollary, conformity values exhort responsiveness to current, possibly changing expectations. Tradition values demand responsiveness to immutable expectations from the past.

Benevolence. Defining goal: preserving and enhancing the welfare of those with whom one is in frequent personal contact (the ‘in-group’). Benevolence values derive from the basic requirement for smooth group functioning and from the organismic need for affiliation. Most critical are relations within the family and other primary groups. Benevolence values emphasize voluntary concern for others’ welfare. (helpful, honest, forgiving, responsible, loyal, true friendship, mature love)[sense of belonging, meaning in life, a spiritual life]. Benevolence and conformity values both promote cooperative and supportive social relations. However, benevolence values provide an internalized motivational base for such behavior. In contrast, conformity values promote cooperation in order to avoid negative outcomes for self. Both values may motivate the same helpful act, separately or together.

Universalism. Defining goal: understanding, appreciation, tolerance, and protection for the welfare of all people and for nature. This contrasts with the in-group focus of benevolence values. Universalism values derive from survival needs of individuals and groups. But people do not recognize these needs until they encounter others beyond the extended primary group and until they become aware of the scarcity of natural resources. People may then realize that failure to accept others who are different and treat them justly will lead to life-threatening strife. They may also realize that failure to protect the natural environment will lead to the destruction of the resources on which life depends. Universalism combines two subtypes of concern—for the welfare of those in the larger society and world and for nature (broadminded, social justice, equality, world at peace, world of beauty, unity with nature, wisdom, protecting the environment)[inner harmony, a spiritual life].²³²

²³² Shalom Schwartz, “Basic human values: Theory, measurement, and applications,” *Revue Francaise de Sociologie*, 47 (October 2006): 929-968+977+981, 6-9.
https://www.researchgate.net/publication/286951722_Basic_human_values_Theory_measurement_and_applications

Annex B –Value Point Definitions

Value Point definitions taken directly from *The Common Cause Handbook*.²³³

| Motivational Type | Descriptor |
|------------------------------|--|
| A Spiritual Life | Emphasis on spiritual not material matters |
| A Varied Life | Filled with challenge, novelty and change |
| A World at Peace | Free of war and conflict |
| A World of Beauty | Beauty of nature and the arts |
| Accepting My Portion in Life | Submitting to life's circumstances |
| Ambitious | Hard working, aspiring |
| An Exciting Life | Stimulating experiences |
| Authority | The right to lead or command |
| Broadminded | Tolerant of different ideas and beliefs |
| Capable | Competent, effective, efficient |
| Choosing Own Goals | Selecting own purposes |
| Clean | Neat, tidy |
| Creativity | Uniqueness, imagination |
| Curious | Interested in everything, exploring |
| Daring | Seeking adventure, risk |
| Detachment | From worldly concerns |
| Devout | Holding to religious faith and belief |
| Enjoying Life | Enjoying food, sex, leisure, etc. |
| Equality | Equal opportunity for all |
| Family Security | Safety for loved ones |
| Forgiving | Willing to pardon others |
| Freedom | Freedom of action and thought |
| Healthy | Not being sick physically or mentally |
| Helpful | Working for the welfare of others |
| Honest | Genuine, sincere |
| Honouring of Elders | Showing respect |
| Humble | Modest, self-effacing |
| Independent | Self-reliant, self sufficient |
| Influential | Having an impact on people and events |
| Inner Harmony | At peace with myself |
| Intelligent | Logical, thinking |
| Loyal | Faithful to my friends, group |
| Mature Love | Deep emotional and spiritual intimacy |
| Meaning in Life | A purpose in life |
| Moderate | Avoiding extremes of feeling & action |
| National Security | Protection of my nation from enemies |
| Obedient | Dutiful, meeting obligations |

²³³ Tim Holmes, Elena Blackmore, Richard Hawkins, and Dr. Tom Wakeford, *The Common Cause Handbook* (United Kingdom: Public Interest Research Centre, 2011), 68-69, last accessed 16 March 2016, https://valuesandframes.org/resources/CCF_report_common_cause_handbook.pdf.

| | |
|----------------------------|--|
| Pleasure | Gratification of desires |
| Politeness | Courtesy, good manners |
| Preserving my Public Image | Protecting my 'face' |
| Privacy | The right to have a private sphere |
| Protecting the Environment | Preserving nature |
| Reciprocation of Favours | Avoidance of indebtedness |
| Respect for Tradition | Preservation of time honoured customs |
| Responsible | Dependable, reliable |
| Self-Discipline | Self-restraint, resistance to temptation |
| Self-Respect | Belief in one's own worth |
| Self-Indulgent | Doing pleasant things |
| Sense of Belonging | Feeling that others care about me |
| Social Justice | Correcting injustice, care for the weak |
| Social Order | Stability of society |
| Social Power | Control over others, dominance |
| Social Recognition | Respect, approval by others |
| Successful | Achieving goals |
| True Friendship | Close, supportive friends |
| Unity with Nature | Fitting into nature |
| Wealth | Material possessions, money |
| Wisdom | A mature understanding of life |

Annex C – The Big Five Factors of Personality

Big Five Factors of personality divided into personality facets.²³⁴

| Big Five Dimensions | Facet (and correlated trait adjective) |
|---|--|
| *1. Extraversion vs. introversion | Gregariousness (sociable) Assertiveness (forceful) Activity (energetic) Excitement-seeking (adventurous) Positive emotions (enthusiastic) Warmth (outgoing) |
| *2. Agreeableness vs. antagonism | Trust (forgiving) Straightforwardness (not demanding) Altruism (warm) Compliance (not stubborn) Modesty (not show-off) Tender-mindedness (sympathetic) |
| 3. Conscientiousness vs. lack of direction | Competence (efficient) Order (organized) Dutifulness (not careless) Achievement striving (thorough) Self-discipline (not lazy) Deliberation (not impulsive) |
| 4. Neuroticism vs. emotional stability | Anxiety (tense) Angry hostility (irritable) Depression (not contented) Self-consciousness (shy) Impulsiveness (moody) Vulnerability (not self-confident) |
| *5. Openness vs. closedness to experience | Ideas (curious) Fantasy (imaginative) Aesthetics (artistic) Actions (wide interests) Feelings (excitable) Values (unconventional) |

* Cognitive traits that relate to Schwartz's basic human values:

1. Extraversion – stimulation, achievement, hedonism, power
2. Agreeableness – benevolence, tradition, conformity, universalism
5. Openness to experience – self-direction, stimulation, universalism

²³⁴ O. P. John, and S. Srivastava, "The Big-Five trait taxonomy: History, measurement, and theoretical perspectives," in L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research*, vol. 2, pp. 102–138 (New York: Guilford Press, 1999).

Annex D – Values and Expected Behaviour of DND Employees and CF Members²³⁵

| SPECIFIC VALUES | EXPECTED BEHAVIOURS |
|-----------------|--|
| 1. INTEGRITY | <p>DND employees and CF members shall serve the public interest by:</p> <p>1.1 Acting at all times with integrity, and in a manner that will bear the closest public scrutiny; an obligation that may not be fully satisfied by simply acting within the law.</p> <p>1.2 Never using their official roles to inappropriately obtain an advantage for themselves or to advantage or disadvantage others.</p> <p>1.3 Taking all possible steps to prevent and resolve any real, apparent or potential conflicts of interest between their official responsibilities and their private affairs in favour of the public interest.</p> <p>1.4 Acting in such a way as to maintain DND's and the CF's trust, as well as that of their peers, supervisors and subordinates.</p> <p>1.5 Adhering to the highest ethical standards, communicating and acting with honesty, and avoiding deception.</p> <p>1.6 Being dedicated to fairness and justice, committed to the pursuit of truth regardless of personal consequences.</p> |
| 2. LOYALTY | <p>DND employees and CF members shall always demonstrate respect for Canada, its people, its parliamentary democracy, DND and the CF by:</p> <p>2.1 Loyal carrying out the lawful decisions of their leaders and supporting Ministers in their accountability to Parliament and Canadians.</p> <p>2.2 Appropriately safeguarding information and disclosing it only after proper approval and through officially authorised means.</p> <p>2.3 Ensuring that all personnel are treated fairly and given opportunities for</p> |

²³⁵ Department of National Defence, DND and CF Code of Values and Ethics (Ottawa: 2012), 10-11.

| | |
|----------------|---|
| | professional and skills development |
| 3. COURAGE | <p>DND employees and CF members shall demonstrate courage by:</p> <p>3.1 Facing challenges, whether physical or moral, with determination and strength of character.</p> <p>3.2 Making the right choice amongst difficult alternatives.</p> <p>3.3 Refusing to condone unethical conduct.</p> <p>3.4 Discussing and resolving ethical issues with the appropriate authorities</p> |
| 4. STEWARDSHIP | <p>DND employees and CF members shall responsibly use resources by:</p> <p>4.1 Effectively and efficiently using the public money, property and resources managed by them.</p> <p>4.2 Considering the present and long-term effects that their actions have on people and the environment.</p> <p>4.3 Acquiring, preserving and sharing knowledge and information as appropriate.</p> <p>4.4 Providing purpose and direction to motivate personnel both individually and collectively to strive for the highest standards in performance.</p> <p>4.5 Ensuring resources are in place to meet future challenges.</p> |
| 5. EXCELLENCE | <p>DND employees and CF members shall demonstrate professional excellence by:</p> <p>5.1 Continually improving the quality of policies, programs and services they provide to Canadians and other parts of the public sector.</p> <p>5.2 Fostering or contributing to a work environment that promotes teamwork, learning and innovation.</p> <p>5.3 Providing fair, timely, efficient and effective services that respect Canada's official languages.</p> |